

# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XI;

ST. LOUIS DEC., 1878.

No. 12.

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UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

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TABLE OF CONTENTS.

|  |       |
|--|-------|
| End of Vol. 11.....                        | 3     |
| Sundry Editorials.....                     | 3     |
| What It Will Do.....                       | 4     |
| Four Grand Meetings.....                   | 4     |
| How Is It.....                             | 4     |
| What Do We Need.....                       | 4     |
| Well Said.....                             | 5     |
| The Old and the New.....                   | 5     |
| The Means to an End.....                   | 5     |
| Beware of Them.....                        | 5     |
| Skill Wins.....                            | 6     |
| Legitimate Work.....                       | 6     |
| Fairy Stories.....                         | 6     |
| A Chapter of Errors.....                   | 7     |
| Common School Libraries.....               | 8     |
| Women as Teachers.....                     | 8     |
| Wise Suggestions.....                      | 9     |
| The Way to Do It.....                      | 9     |
| Missouri Valley Teachers' Association..... | 10    |
| Legislators and Educators.....             | 10    |
| "The Technics," &c.....                    | 10    |
| Missouri Schools.....                      | 10    |
| The Key Note.....                          | 11    |
| Washington University.....                 | 11    |
| Recent Literature.....                     | 11-12 |
| Missouri Official.....                     | 13    |
| Special Notices.....                       | 13    |

as this journal is, the balance is on the right side of the ledger, as we close up accounts with Number 12 of Volume 11—and we are more thankful and hopeful than ever before.

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We do not mean any harm or anything wrong—but suppose a case. Suppose you, dear reader, should be elected to the Legislature with two hundred others who know as little as you do about law-mending and law-making. Should you not pity yourself and the people too? The fact is—our teachers and the pupils, and the people too, ought to be better instructed in the ethics of political economy, in the art and practice of law-making, in the method of legislation.

A few *knowing* ones now have it all their own way, and by their wit, and skill, and ability, a few draw up the bills, and the many vote without knowing just what they are voting for.

We need more intelligence, more wisdom, more information among those who legislate.

Two ladies, competent and experienced, desire to locate in some growing town, and start a private school. We know them to be well qualified, and shall be glad to put them in communication with people who would like to have such a school started.

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It is what we do not know, that makes us weak,—that hurts us—that makes poor farmers, poor mechanics, poor teachers, poor preachers, poor legislators—and yet a great hue and cry is being made that our schools teach *too* much—that our Normal Schools do *too* much. What an absurdity! We had better strengthen the whole public and private school force than to weaken it.

Hands off—unless you assure us of something more and better than we now have.

THE fact is well established that where there is a high degree of intelligence, there the people are the most prosperous. They create diversified industry. They employ their time and labor, and talent, and capital in many directions, and all have a chance.

Where there is but little intelligence, on the other hand, the people can do but few things, and the market is soon overstocked, and there is idleness, and vice, and crime as a consequence. Hence, schools make the people both intelligent and prosperous. Taxes are collected easy, because money is easily earned, and this contributes to the general welfare and happiness. When men talk of limiting education, they mean to limit the power of the people.

WOULD it not be well for those persons who want to *pull down* the existing system of schools, to give the people some assurance that they will furnish something better? And what do they propose? Only something *less*. They propose to limit, to hinder, to curtail, to give less instead of more. This is the mistake!

The people need to know more instead of less.

ONE teacher writes as follows: "I stated to the friends interested in the school, your proposition to furnish a dictionary and 12 copies of the Journal one year for \$12, and in less than five minutes I had the names and the money, which please find enclosed, and send dictionary at once."

We do not know that every teacher can secure this dictionary in "five minutes," but we do *know* that every teacher can, with a very little effort, secure it, and *now* is the time to do it, and this is the way.

MR. JOHN C. ELLIS, who has so long been the able and efficient representative of the house of Ivison, Blakeman, Taylor & Co., has fitted up a pleasant office at 612 Chestnut Street. In fact, any office would be pleasant with John C. Ellis as the presiding genius, for he is made up on a large and genial basis.

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We are glad to have him so near, and advise our friends to call on him in his new quarters, when they visit the city.

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## WHAT IT WILL DO.

WE do not remember to have seen the facts in regard to the place, and necessity of the common school stated more tersely, or strongly, than in the following extract from an address of Lieut. Gov. H. C. Brockmeyer, on "The Right and the Power of the State to tax the Property of the State to maintain Public Schools." The whole address is well worthy a careful perusal, but our limits will only permit the following extract.

Gov. Brockmeyer says:

"The education of the common school—common in the sense that it is for all, accessible to all; common in the sense that it teaches what is common to all—culture—and thus needed by all; and finally common in the sense that it is maintained by all, out of a common fund to which contribution is made by all. Accessible to all; it excludes none. All are citizens of the republic, and in this character alone are they known to the republic. From all alike the republic demands obedience to its laws.

To all alike it has to render a knowledge of that law possible. From all alike it demands that they shall govern themselves.

To all alike it has to render the culture possible, through which alone self-government is achieved. It excludes none.

The conduct or behavior of the individual alone can exclude him, and as we deal with potential instead of actual citizens, this ought not to exclude, but only transfer him from the school to the reformatory.

It teaches what is common to all culture.

The Catholic, the Protestant, the Jew, the Gentile, the Infidel, the Liberal, the Democrat, the Radical, the German, the Irishman, the Dutchman, the yellow man, the black man, have not each a different mode of spelling the English language, the language of the law, but one and the same mode.

They have not each a different grammar of the English language, but the same grammar. They have not each a different geography or technique of commerce, but all the same.

They have the same technique of mathematics, of logic, of mechanics, of astronomy, of chemistry, of botany—in a word the same technique for all the products of human intelligence.

It is this common element which the common school teaches. In this it performs a two-fold service. To the State it renders the exercise of an essential function possible, and to the citizen it renders possible the attainment of culture. Regarded from either point of view it is an institution of the State, founded in the final end of the State, and therefore to be maintained by the State.

In conclusion, permit me to say, that they who think this too much, and the expense too great, ought to find comfort in the reflection that a

life spent in making a living, and in accumulating property, has for its final result zero.

Nationally, this question was solved and demonstrated by our predecessors—our predecessors in this State—the aborigines. They lived to make a living. The end of their lives was not culture, but to live.

They wasted no precious property upon education to render culture possible. They paid no school-tax.

They vested nothing—nothing but the smut of their smoke upon the walls of the caves of our State. This they left. This is their monument—a smut.

On the other hand, they who think this too little, ought to remember that the purpose for which the State exists is to render justice possible for the individual man. To enable a just man to do an honest deed without let or hindrance. But the State does not do the deed for the man.

## FOUR GRAND MEETINGS.

THE plan of four State Teachers' Associations in Missouri meets with the most cordial approbation of the leading educators in all parts of the State.

It gives all an opportunity to attend some one of these important gatherings. We look for practical results—for some united action and effort to secure such legislation as may be necessary, not only to hold the ground already occupied, but to occupy more.

We need longer school terms—because the children lose in being out of school six months—almost as much as they gain in the four months they attend school.

We need to have the money belonging to the school fund in the counties used only for school purposes. It is now used to dig wells, to build jails, and to take care of paupers. We need to have fuller reports from school officers, more careful enumeration of the children entitled to the public money, and more promptness in making these reports.

We need to have some better plans for reaching the people, and interesting them in the all-important work our teachers are doing.

We need the co-operation of parents and tax-payers. We need the regularity, and popularity, and efficiency of the school system as it is worked in the larger cities extended more into the country districts.

We need better teachers, and to secure this we need to pay our teachers more liberally and promptly.

We need to show how we lose millions of money, and tens of thousands of honest, law-abiding, wealth-producing citizens every year, because our schools are so poor—because school terms are so short—because people who believe in educat-

ing their children, pass on through the State and buy land, and expend their money in Kansas and Iowa, where they have good schools.

All these things, and a number of others equally important, we need to talk over, and plan for, and secure.

It can be done, and so it ought to be done.

Each convention ought to send up to the Legislature such a well-digested report of the condition of things, such an appeal based on facts, as will secure the means necessary to carry out a progressive and an aggressive work, which shall place our State in the very front rank in this respect, as it now stands in other respects.

WE beg leave to offer a few hints of things that ought not to be done at the State Associations.

There ought not to be any long speeches on mere theories. There ought not to be any division as to the place of the public and private school. Both have their place, and there is work enough for all.

There ought not to be any division between the friends of the State University and those of the Normal Schools.

There ought not to be any action taken that will in any way lessen the power or work or usefulness of any of these schools.

It is what people don't know, that limits, and hinders, and hurts, and cripples us—and which sends capital and labor and productive industry away from us.

There ought not to be any antagonism, as the object of each school, each teacher, each institution, is one and the same, and that is to train and educate, and build up a great State, with a great and a good people.

The most potent and powerful instrumentality yet devised to accomplish this result is a liberally endowed, progressive, harmonious and efficient system of public and private schools. And as our teachers give more than an equivalent for all they get—as they train, and educate, and culture themselves and the whole people, they are entitled not only to courtesy, but to respect, confidence and honor. So, they ought not to thank the railroad companies for reduced fare, nor hotel proprietors or private individuals for cheap bread and butter. Let us have none of this nonsense this year. You honor the people wherever and whenever you hold a convention for their good at any point in this State, and give them a great deal more than you get—and they honor themselves in honoring you and your work.

Let us do something beside pass the stale and stereotyped resolutions of thanks for bread and butter and half fare.

## HOW IS IT?

When we come to look into the matter calmly and dispassionately, is it not a fact that the people cannot afford to ignore, or spare, or dismiss a practically wise man or woman as a teacher?

So it comes to pass of necessity that the teacher who broadens himself by studying what relates to the foundation of his profession, has the surest warrant of attaining insight into the conduct of life, and he has an opportunity of influence on his race that no other vocation can claim.

Think of the unconscious effect of a deep and wide mind upon his pupils, especially the susceptible ones.

His tastes, and his very intellectual and moral atmosphere educate quite as much as do his didactic expositions of the regular lessons.

Filled with an idea of this kind, is it not clear that the individual teacher can make his own place in the community? By studying in his profession its organic relations to the world in which he lives, he can make himself valid and honor his calling.

The teacher, whatever his specialty, whether he teaches history or mathematics, or literature, or chemistry, or botany, or drawing, should continually broaden himself by the study of social science in its several aspects of ethnology, political economy, ethics, educational psychology, history of civilization.

We repeat, we cannot afford to dismiss or ignore the practically wise man or woman.

They are too scarce, and too valuable.

## WHAT DO WE NEED?

FIRST and foremost, such knowledge as will enable us to remedy defects.

We need wise, liberal, able, patriotic men to devise ways and means to make our schools more efficient.

The members of the Legislature are taken from the farmers, mechanics, merchants, lawyers, and from other avocations, without very much thought as to their ability to construct and enact wise laws for the people.

There is nothing special in the securing a nomination for and an election to the State Legislature, that is calculated to endow a man with wisdom—and why a person who has had no training and who has never made the law a special study, should be apt and wise—to enact good laws—we do not see.

On the other hand, we do see, and see very plainly, and feel very acutely, the results of the un-wisdom of the average legislator. Why then, should we not consult together over these questions and problems of ignorance and its cause and results, and the best way to remedy the evils of vice and crime? Every tax-payer is directly and immediately interested in the question of removing the causes of high taxes. Every owner of a piece of land pays over and over

and over again, to support and restrain a criminal. The tax for this is continuous and a burden grievous to be borne, because there is a remedy for it.

Ignorance and vice draw like a sticking plaster—all the time—nights, Sundays, and in stormy weather. They are like paying a big interest—in fact, they are a big interest on top of a big interest.

On the other hand, when you educate a boy or girl, and they grow up to knowledge, to industry, to frugality, to self-respect, to citizenship, they pay back all it has cost, and not only take care of themselves, but accumulate property, and so enrich and adorn the State. They, the educated man or woman, create by their knowledge and skill, and industry, new sources of wealth.

The ignorant, not knowing how to do, become vicious, become criminal—and this plaster then begins to draw again. So it is cheaper to educate than not to educate.

A vicious or criminal man or woman you must watch and provide for more and more; an educated person will enrich the State more and more.

These are the points of difference that need to be shown—that need to be talked over. We need legislation to remedy these evils of ignorance, and vice, and crime. Can you suggest the remedy? Think it over—talk it over. Write out your plan—discuss it with your neighbor.

Do so especially if he has been elected to the Legislature, and so help him to solve this problem by wise enactments.

#### WELL SAID.

IN his magnificent oration, on the occasion of the laying of the corner stone of the Normal School at Warrensburg, the Grand Master Mason, Hon. Thomas E. Garrett of the editorial staff of the *St. Louis Daily Republican*, said:

"The work of a teacher is at the foundation of all the professions; and in the highest sphere of its mission the profession of a teacher stands at the head of them all. It is the first in the order of time, the first in importance, and the grandest in its ultimate expression. It lays the base, and crowns the column with the capital, in all the orders of mental architecture. To use another figure—it is the true husbandman of culture; it prepares the soil, sows the seed, gathers the harvest, and garners the golden grain."

We have formally laid the corner-stone of an educational edifice, and the edifice itself is a corner-stone of a vast educational system. This view—and it is the true one—a hundred fold magnifies the importance of the work here begun. A school is founded for the culture and training of teachers, whose high office it is to mould the characters of the young men and young women of the State, upon whom the State's weighty responsibilities are soon to fall.

**NORMAL SCHOOLS A NECESSITY.** It is one thing to know, another to teach. A scholar may be graduated by any of the celebrated chartered and endowed institutions of learning, with the highest honors, and yet not know the alphabet of teaching.

Teaching is a

#### SCIENCE

in itself, and is so recognized and treated by our public school system. Graduates of universities generally enter what are termed the "learned professions," or drift into affluence, ease and obscurity; but comparatively few of them ever become school teachers.

Whence, then, are the teachers to come to meet the pressing throngs of humanity on the threshold of active life? They must be made. Teaching must be taught. The province of a Normal School is to teach to teach. From the nature of its work, its course and method must be peculiarly its own.

High schools, seminaries and colleges educate men and women for the general business of life. The Normal School qualifies them for the profession of an instructor. It is the indispensable ground-work of the whole superstructure of the public school system, as it is extending itself over our broad land, and is of the first necessity to its efficacy and continued prosperity."

It is from such arguments that Dr. Wm. T. Harris draws the conclusion that the conservative effect of the

**NORMAL SCHOOLS** is such that there should be no permanent curtailment of the public school system, or of the curriculum of the Normal Schools.

Dr. Harris says:

"One hundred and fifty of these institutions are scattered over the land, and their number is every year increasing. Their influence tends directly to give stability and character to the schools of the people and to correct the injurious impression that had hitherto prevailed, that the teacher of the common school is not pursuing his vocation for life, but merely a temporary avocation, as a means to prepare himself for something else."

#### THE OLD AND THE NEW.

DR. HARRIS states the case as follows. He says:

"Society and the State have changed in such a way as to made different demands upon the individual from those in former times.

Under the new regime the life of each individual is dependent upon the social whole, and it is requisite for him to be continually on the alert, observant of the movements of society and obedient to its behests.

Then again, the political and social demand for such an enormous fund of directive power in the community is even of greater import to the individual.

In fact, in the former simple patriarchal state of society, it was not es-

sential that the individual be educated to any considerable degree.

If he could read and write, and understand a little arithmetic, he was educated beyond immediate necessities, for there was little to read, little to write, and not much arithmetical calculation required. Neither did he find much need of a disciplined will and habit of regularity, punctuality, and attention.

When it rained, or after the harvest was cared for, he would lounge about the village store and exchange gossip over the trivial affairs of his neighborhood. But with our new phase of country life all is different.

The railroad reduces all to rhythm. There must be regularity, punctuality, attention and systematic industry.

More than this, there must be an education far above the "three Rs" in the great army of men who exert the directive power necessary to manage all the manifold complex relations that come to exist as a consequence of this instrumentality.

Hence we see that modern society, resting as it does on the union of the country and town, or on the elevation of the country into a direct participation in urban life, demands as its necessary condition a system of popular education widely different from that required under its former status.

Indeed, if the question be asked whether the *modern state* and modern civil society, constituted as it is, and is becoming to be, can exist without a system of public education embracing the common school, the high school, and the Normal School? we must answer with an emphatic *No!*

#### THE MEANS TO AN END.

SAYS Thomas E. Garrett: "We must educate the poor, and thus remove them further from the temptations of crime. Educate the poor, and thus place in their hands a weapon to subdue the besetting sins incident to their condition, and instill into their hearts the hope of better things. Educate the poor—elevate their ambition—increase their means. Teach them to enjoy what they get, participate in the enjoyment of their next neighbors, the rich, and give them a life interest in society at large. Make education the effective foe of poverty, and find the only true solution of this most living question of political economy, which has so long puzzled the brains of mankind."

Colleges and universities, and the various private institutions of learning cannot do it, because of their intrinsic exclusiveness and incapacity to extend their fostering wings over all. They are powerless to accomplish the object, or even materially to advance it, being a part of an entirely different design. What then?

A system of universal instruction must grapple with it—a system comprehensive enough to embrace all in its scope. It has been found, we trust and believe, in the public schools of America.

#### MISSOURI AND HER TEACHERS.

The State of Missouri is now the most important outpost of the territory, at the same time subjugated and disenthralled by the advancing legion of the educated. It may be regarded in many respects as the border land adjoining the enemy's country.

Education is another 'voice of one crying in the wilderness,' to prepare the way for the greatest confederation of peoples the world ever saw. The voice has a pleading pathos which cannot fail of conversion, and that lofty tone, springing only from the consciousness of a new revelation and a sublime mission.

Our noble corps of teachers are gathered like sentinels on the heights all around, and much depends upon their watchfulness and bravery. On their banners gleam to the benighted a 'strange device,' which is at once their watchword and the herald of victory. Their faces are turned toward the setting sun, but they shine resplendent with the beams of the morning, at whose fountain they have drunk inspiration, and are now proclaiming the glad tidings of moral redemption and a promised land.

One word—gravitation—solved the problem of the universe. One word—education—is solving the problem of society and mankind.

Men may tear down whatever they build up except education, which is moulded in their type and stamped in their very souls. It alone of all human architecture is indestructible, imperishable, and solid as the foundations of the world.

#### BEWARE OF THEM.

THERE is an impression, and it is growing every day, that the legislation of this country should be in the interests of the common people.

They make the country prosperous. They are the producers. It is their toil, and their industry, and their economy, and their self-denial, which more than all else builds up trade and commerce. These are the elements which make capital invested in railroads profitable.

Beware then, of the men who would limit the intelligence, and so limit the power, of the people. Beware of those measures, no matter by what names they are called or who put them forward, which aim any blow at our system of education. The people are in a vast majority. It is their voice, and their wish, and their interest which demands attention and protection.

The day has gone by when the few can ride over and thwart the wishes of the many—if the many are wise. If they are ignorant and foolish, then they must suffer. If they are intelligent and patriotic they will watch carefully those men and those measures which limit and cripple them.

Send five 3 cent stamps if you wish a sample copy of this journal.

## SKILL WINS.

IT is in education as in every other department of business.

In the long run, skill, preparation, and brains will tell.

The professional teacher will, after a while, furnish the only standard, and the make-shift teacher will be valued and remunerated like the make-shift shoemaker or mechanic, lawyer, or doctor.

And it is well to say just here, perhaps, that the educational laborers have this matter all in their own hands.

Nay, more than this, each individual teacher has the matter in his own hands, so far as he is interested.

There is height above height, and the crowd is found only on the lower terraces.

The uppermost ranges are well-nigh unfrequented solitudes.

The road to promotion is clear, and well marked.

How easy it is for the young man or woman, fired with zeal to add to the narrow and necessary preparation required for the conduct of the daily recitations, a constant study of the great works of human genius!

There is literature, with its Homer, Dante, Shakespeare and Goethe—the poet of the nation, the poet of the church, the poet of society, the poet of the individual.

To what serene heights one can climb with these guides, if one uses his best morning hour, once a week, but from year to year.

## LEGITIMATE WORK.

MANY teachers in our American schools have, perhaps unconsciously to themselves, fallen into the idea that the chief, or indeed the only business of a teacher as such, is to assign lessons and to ask questions. In how many schools have we watched this process. The class comes out at call; the teacher, or rather the person who occupies that place, inquires where the lesson for the class is; then opening the book, propounds a series of questions, to which the pupils answer in turn as best they may. If they are wrong they go down, if right they go up.

All at once there comes a warning from the class in chorus, as some question is put,

"That isn't in the lesson!"

"Oh," says the person in authority, "that is as far as you go, is it? Next time take so far. Class is dismissed."

And thus endeth not only the first lesson, but the second, and the third, and all the lessons.

Now if the teacher, so-called, is to do nothing but this, it would seem that Edison might come to the aid of our over-taxed and dissatisfied public, and invent some machine which should be put in our school rooms, and having been adapted to the set of school books in use in that particular city, might be wound up every morning by the janitor, and go through the question-putting for a certain

number of pages in the different books every day.

Such machines would be much less expensive than the present incumbents, and might be neater and less objectionable in many ways. In fact, we do not see why the phonograph, as it stands, might not be put in practical use in this way. Let the lessons be laid out carefully for each classroom in each city, by the Superintendent thereof. This would not be a difficult thing to do. In fact they are already so laid out now in many cities for quarters of the year. A certain class is to go so far in the first quarter, so far in the second, and so on. Let the Superintendent only carry this arrangement a little farther. By dividing the number of pages to be gone over in a quarter by the number of school days in that quarter, the number of pages to be gone over each day will be ascertained, and the whole year's work thus clearly and intelligently mapped out for every individual day.

Now let some teacher of known ability be selected, and being seated before a phonograph, let him, with book before him, put in a distinct voice the questions which should be asked, in their proper order. Let him do this for every lesson which is to be heard in a certain grade for a day, in the order in which those lessons are to be heard. It will be necessary only to employ one man of ability. The questions having been once put, can be indefinitely multiplied by men of inferior capacity, and strips of tin foil in any number prepared. It will then be necessary only to have a phonograph supplied with the proper strip for the day—a thing which any average janitor could do—and the apparatus is complete.

Idiots, we suppose, might be trained to turn the phonographs, and thus intellects of the lowest order might be utilized in carrying on the education of the country. If these were more expensive than steam, a small engine might be supplied to every large school house, each phonograph being connected with it by bands. This could be so arranged that when the hands of the clock pointed to nine a valve should be opened and the steam allowed to enter the pipes. The piston, and consequently all the phonographs would then start precisely at nine and run till twelve, when the movement of the clock hands would shut off the steam, and the phonograph, having counted for the classes to pass out, would rest till the afternoon session. The noon recess would furnish the janitor an opportunity to change the tin foil, putting in the proper one for the afternoon, and so on.

This plan does not appear improbable in the near future, and we are in some doubt whether many of our schools would not be much improved by its adoption.

Publishers of school books would advertise that question-strips could be obtained for such and such textbooks on receipt of so much addi-

tional to the cost of the books, and the world in general would settle down into a state of satisfaction ardently to be desired.

The discipline of the school could be maintained by policemen, and the records of an entire school of one thousand pupils could be kept by one competent book-keeper.

Seriously, the business of a teacher is much more to create and direct habits of study than to test results. It is to be supposed that he knows better than the pupils the difficulties they will meet with in the lesson to be learned, and the best ways, not of avoiding, but of overcoming those difficulties. His most valuable work is in *directing effort*. Children as a general thing are not unwilling to make an effort. But when they spend an hour over unexpected difficulties, which they find themselves unable to remove, they become discouraged, and refuse to work. The teacher should devote some part of every recitation time to going over the next lesson, forewarning of difficulties—suggesting ways of attack—correcting blind or false statements in the book—showing which part of the lesson is really important and should be “dug into,” which part is of comparatively small importance and may be lightly skimmed. He should be sure that the class understand clearly what they are expected to do.

The remainder of the time may be employed in practice under his guidance, in what has been already required.

The very terms which are so common with regard to lessons in school, betray what too many of our teachers are doing. To “hear a lesson,” is not to be a teacher. To “go over” a lesson is not to exercise one's faculties on it till they have gained strength by the exercise.

This is all an insult to the art of teaching, which is a fine art. It is to degrade it to day labor, below the level of a trade. Let it never be forgotten that the business of the teacher is to train and direct effort.

ANNA C. BRACKETT.

## FAIRY STORIES AND REALITIES.

Editors Journal :

We can all remember the old tales so full of weird impossibility, yet so suggestive of the outreaching desires of man to overcome the limits set by the Creator. The old woman riding her broom-stick was among the absurd things pertaining to the days of witchcraft, yet it seemed to me more than realized, as I ascended to the Fourteenth street station in New York, the other day, and took my seat in the train for the Jersey Ferry.

Away we whisked, far above the heads of the pedestrians below us, and in an incredibly short space of time reached our destination. Then we went on board the steamer for Long Branch. The day was full of beauty, and the bay, like a great mirror, reflected back the autumn landscape, while above the horizon rose a soft mist, like a cloud of pink and

gray gauze, reflecting its tender hues in the waters.

The harbor of New York, entered from Sandy Hook, is one of the loveliest in the world, and surely never did it seem more fresh in beauty than on this bright November morning.

We were en route for Vineland, a settlement made some years since by some enterprising people, but the greatest profit must have redounded to the enterprising speculators who laid out the town with a thought both to beauty and to profit. Said the dear old friend whom we visited:

“As a pecuniary speculation it is quite a humbug. As a pleasant, salubrious place of residence it is really charming, if you have your bread and butter insured.”

Now New Jersey is a slow State. If it could be transported west for a few years it might learn a lesson or two. But here, almost in hailing distance of New York, it took eight hours to reach it. I asked how they could profitably send fruit to New York by such *slow speed*. They almost seemed surprised at such a question. Here, the fruits of Vineland would find themselves transported to Chicago and scattered over the Northwest in scarcely more time than it takes them to go the comparatively short distance.

Another of the wonders of modern times is the telephone. I was in a shipping office and heard a rat, tat, tat, from an upright register. Presently one of the clerks went and took up an ear cap and placed it over his right ear, while he held a speaking tube to his mouth. I heard him talking about the supplies that were to be laid in for the ship Labrador, that was due in a few days, and would sail again on the 27th. A long conversation was thus carried on with some houses in another part of the city. The genii of the lamp could scarcely have accomplished more.

H. M. T. C.

SHORT WORDS.—“The use of long words which we get from other tongues not only makes our thoughts and our speech dim and hazy, but it has done somewhat to harm the morals of our people. Crime sometimes does not look like crime when it is set before us in the many folds of a long word. When a man steals and we call it *defalcation*, we are at a loss to know if it is a blunder or a crime. If he does not tell the truth and we are told that it is a case of *prevarication*, it takes us some time to know just what we should think of it. No man will ever cheat himself into wrong-doing, nor will he be at a loss to judge of others if he thinks and speaks of acts in clear, crisp English terms. It is a good rule when one is at a loss to know if an act is right or wrong to *write it down in short, straight-out English*.

THE people of Southeast Missouri are in favor of compulsory education. Will our Solons give us an opportunity to vote for it?

H.

## A CHAPTER OF ERRORS.

REVIEW OF DR. LAWS' ARTICLE ON  
"THE STATE NORMAL SCHOOLS."

(No. 3.

"But they [the Elementaries] are now snubbed in the Normals, if I may thus express it, as at present conducted, with a miserable *elementary certificate*, and told and made to realize that, if they want to receive recognition by diplomas as graduates in the ranks of teachers, they must plod their weary way through two years more."

The foregoing extract from Dr. Laws' wild tirade against the management of our State Normals is a tangled maze of misrepresentation; with here and there a suggestion—which is more than a hint—standing out clear, sharp and distinct, to mislead those semi-cautious readers who would stop to inquire into the truth of a direct statement. These suggestions crop out just where an investigation into the truth would reveal not only its non-existence, but also the absurdity of the position assumed:—as, for instance, in the expression “receive recognition \* \* \* \* in the ranks of teachers.” The nature and extent of this deceptive *suggestion* will be developed further on.

By whom are these elementary students told that they will not be recognized as teachers (or “graduates in the ranks of teachers”) until they have plodded “their weary way through two years more”? Since they are “snubbed in the Normals,” and this statement is a part of the *snubbing process*, it must be, if at all, by those in authority over the Normals; to-wit, the faculties, or Boards of Regents.

As a member of the Boards, in their behalf and in behalf of the faculties, I emphatically deny the truth of the statement. Not an elementary graduate has been told any such thing. The very reverse has been certified over the signatures of the faculties and the President and Secretary of the Boards and the State Superintendent, and over the seal of each Board, on these identical “miserable elementary certificates.” I speak from an experience arising out of a four years official connection with these Normals (a longer period than that in which the Doctor has known them) and an active participation in their management,—attending their final examinations and closing exercises, and frequently presenting certificates and diplomas to their graduates.

The Doctor is estopped from any claim that the word *told* is used figuratively,—that he means that by throwing cold water on the ardor and hopes of these aspiring and unsophisticated elementaries, destroying their “esprit de corps,” they are virtually “told”: for he follows the word *told*, immediately, with the expression “and made to realize.” Thus he complements the word *told*, and it is not necessary that I should tell him the

two expressions, with such intent, are inharmonious,—incompatible ingredients in such a mixture. The context commits him to the ordinary and literal meaning of the word. Having denied and herein disproving his assertion as to what the authorities tell the elementaries, I deny with equal positiveness his indirect and undeveloped “made to realize.”

When I say that by the expressions above quoted the President of the State University meant to state that these elementary graduates are told that they are not fit to teach in the public schools of the State, and will not be until they have spent two years more in the Normals, I have given a fair, candid, legitimate, though different (and somewhat more succinct) form to his statement.

To show how far he has wandered off into the mists of unreality, let us separate his double statement and consider the “existing facts.”

When a student has completed the elementary course and passed a satisfactory examination on the branches thereof (twenty-one,—more than Dr. Laws claims to be prescribed by the school-law) the Regents issue him a certificate on which the names of these branches are printed, and opposite each is written the grade he has attained (a very high grade being required as precedent to graduation). This certificate states that the holder has passed a satisfactory examination, has been found to be entitled to the grades given, and in the judgment of the faculty, Board of Regents and State Superintendent, is a *competent teacher thereof*. It is signed, as above given, and attested by the seal of the institution.

By way of contrast, let us repeat. The authorities in these Normals certify over their seal that the graduates from the elementary course are competent teachers. Dr. Laws says these authorities tell them they are not fit to teach.

Again, assuming that, as a rule, these elementary graduates leave the schools to engage in their chosen profession—teaching in the public schools—not only is the usual kindly and earnest advice invariably given them, but the faculties interest themselves in their behalf by corresponding with school officers, and being constantly on the watch for vacancies to which they may recommend them. Yet Dr. Laws says they are snubbed! Does he exert himself thus, and manifest so much interest in the welfare and success of even the graduates from his advanced Normal course,—whom, it is generous to suppose, he does not intend to “snub”?

It is possible the Doctor may respond that he did not aver that the elementaries would not be recognized as graduates in the ranks of teachers; but that they would not be recognized by diplomas as graduates, &c. Since such distinction would involve with its childishness the cowardice of dodging an issue made, which the author cannot sustain, it is hardly probable he will take refuge in such twaddle. Such distinction would dwindle

to the mere difference in names, between certificate and diploma. One would be a certificate of graduation, and the other a diploma certifying graduation (with or without a degree). Now, does Dr. Laws hold that because there are degrees in certificates granted, or certificates with and without degrees, according to advancement, the “esprit de corps” of those holding the lesser is broken, and they are therefore snubbed?

If so, and snubbing so shocks his delicate sensibilities as to cause him to thus publicly denounce those supposed to be guilty of it, how will he excuse himself for snubbing the graduates from his two years course by dubbing them with a miserable “Pe. P.” while he holds out to more advanced graduates from the Normal course the higher degrees “Pe. B.” and “Pe. M.” (Bachelor and Master)? Or why should he wish to snub the elementary graduates of the other Normals,—break their sensitive and fragile spirits—by telling them, Your Normal School course is a trivial matter; come up higher (to the University) where you may obtain the more dignified and honorable degrees of our fuller course?

There is just one other view of the subject. “Receive recognition as teachers” might be taken to be an elegant expression for, *be employed by school boards to teach*. If this were its meaning, and a diploma secured such “recognition,” the with-holding of the diploma might justly be deemed a snub, and an injustice. But no number of degrees or diplomas granted by the Normals or the University would entitle the holders to teach in the public schools of Missouri.

This *snubbing* nonsense, now so completely exploded, is what was meant in his first article, where the Doctor exhibited his teeth to the *criminal regents* and growled, “the very work for which the Normals exist is discredited.” The truth is that the elementary course of two years, with its practice work, is regarded as the most important of all Normal work, and receives that very care from the faculties falsely alleged to be devoted to the advanced studies. The “importance of thorough elementary training” is a principle impressed in the Normal as nowhere else:—it is a guiding and controlling element in Missouri Normal work; and if Dr. Laws, with his opportunities for knowledge upon this point, is ignorant of this fact, he would have difficulty in justifying that ignorance.

I am astounded when I read in Dr. Laws' No. 3 his unqualified statement that in Missouri “we have no high or intermediate schools.” This from a man of prodigious pretensions as to knowledge of, and familiarity with, our school laws and system; and yet our law for “schools in cities, towns and villages” and our school charters for special school districts expressly provide for the higher education; and our common school (or general) law provides for the “central,” or intermediate, school.

We have high schools in every direction over this great State, as a part of our public school system, and they are expressly provided for by law.

I would notice many other misrepresentations, but prefer to desist, with the assertion, deliberately made, that not an important statement, upon which Dr. Laws bases this furious and mad attack upon the Normals and their managers, is true. In my experience with educators and educational work I have never known of such recklessness of assertion from so high a source.

There is a reason for the existence of both courses in our Normals,—a substantial and sensible reason,—founded in that wisdom which would work out and establish a common-sense and successful system of public education, and not in the “theoretic fancies” of those who would “act like monkeys.” Likewise, there is a reason for granting certificates and diplomas, and it is different from the reasons which the selfishness of a dictatorial, “rule or ruin” spirit would suggest.

The first has already been given, but may be recurred to and emphasized; the second will be presented.

R. D. SHANNON.

THE next session of the Southeast Missouri Teachers' Association promises to be largely attended. It is known that some teachers will attend from New Madrid, Mississippi, Ripley, Bollinger and Iron counties, and that Perry, Wayne, Cape Girardeau, Madison, St. Francois and Jefferson, will each have full representations there. Dent and Crawford counties have also fallen into line, and, doubtless, other counties will do so. At least one hundred teachers are expected. The people of Farmington are making grand preparations to welcome all who may attend. They have already held a public meeting, and passed resolutions in the highest sense complimentary to the Association, and have opened their doors as well as their hearts to greet us. Let every teacher who can, attend. H.

“The last number of the JOURNAL is the best I ever read.” “Isn't Prof. Baldwin's article on School Management splendid?” “Dr. Shannon and President Baldwin have about used up the Laws manifesto,” are some of the things said about the JOURNAL for November. This is all very true, and it is to be hoped that the readers of the JOURNAL will not forget that it costs us money, and that they will help us by getting us subscribers. H.

The contemplation of beauty in nature, in art, in literature, in human character, diffuses through our being a soothing and subtle joy, by which the heart's anxious and aching cares are softly smiled away.

## COMMON SCHOOL LIBRARIES.

BY G. W. KRALL.

Few books find their way into the rural districts. The absence of reading matter causes a lack of general culture. To remedy this, the formation of a small, well-selected library, connected with each school, would be invaluable.

## I. CHOICE OF BOOKS.

In the selection of books, knowledge and culture should be considered. Some books must be obtained which will increase and broaden the knowledge of the reader, while others must be chosen to direct the powers and mould the tastes.

1. *Reference Books.* New thoughts require new words to represent, or describe them. An enlargement of the student's vocabulary, and a better understanding of the use of words, can be gained by constant reference to the dictionary: hence, the first effort should be made to procure an unabridged dictionary, either Webster's or Worcester's.

An encyclopædia would open a wider range of information. Appleton's condensed work in four volumes, or Zell's two volumes would not be expensive. Fuller text-books for reference to complement the books in use, would give the pupils a better idea of the extent of the field.

2. *Histories and Biographies.*—These awaken the mind and teach truth concretely. They make the ancient and outer world as real as home life. Such works should be procured, as "The Conquest of Mexico," "The Reformation," histories of Greece, of Rome, and of France, Motley's works, Macaulay's "England," Thiers' "French Revolution," Bancroft's histories, and biographies whose pages are illuminated by examples worthy of imitation.

3. *Choice Literature.—Poetry and Prose.* Ästhetic culture will be obtained by a study of the beauties of nature and of art. The poems of Longfellow, Whittier, Bryant, Tennyson, Hood, Milton, and others, with the prose works of Irving, Scott, Dickens, Thackeray, George Eliot, Holland, and many more, should gradually find a place in the library.

4. Attractive books for the young should occupy the time that would otherwise be wasted in idleness, or spent in low pleasures.

5. *Current Literature.* Some idea of the events now transpiring, and the present thought of the world, can be obtained only by reading daily or weekly papers, and by the perusal of magazines and journals. These should be procured and places arranged for them as in a reading room.

## II. HOW TO PROCURE THE LIBRARY.

The money necessary for the pur-

chase of books must be obtained directly or indirectly from the people of the district. The teacher and pupils could, without much extra work, have frequent entertainments of declamations, recitations, essays, orations, charades and dialogues, charging a small admittance fee. The school board should give a small sum annually. The people of the district should be invited to donate books, and be led to feel an interest in the library. If each child would bring a penny a week for a term, some funds would be obtained and more interest excited. Several volumes might be added by persuading individual pupils who are able, to buy them as presents for the library.

By stating that the books are bought for school libraries, they can be obtained from the publishers at greatly reduced rates.

## III. CARE OF THE LIBRARY.

The care of the library during school term should devolve upon the teacher. No one should be allowed to enter except with the permission of the teacher. The responsibility must rest upon some one, and during term the teacher has entire charge of the school building and apparatus. When school is not in session, the board are responsible, and should keep the room securely fastened. Train the pupils to handle the books with care. Appreciation of benefits to be derived, makes guardians of every one.

## IV. VALUE OF LIBRARY.

More than nine-tenths of the world vegetate. Less than one-tenth think. Reading the thoughts of others stimulates the mind to think. The library will cultivate a taste for reading, and interesting books will awaken a desire for more mental food. The study of text-books may strengthen the mind, but reading choice books cultivates it, and enlarges the range of knowledge. Local prejudices give way to a cosmopolitan spirit, and men live more because they feel more. A higher class of pleasures, and nobler aspirations take the place of sensual appetites and selfish satisfactions.

## V. HOW TO USE THE LIBRARY.

An understanding of the proper meaning and use of words, gives clearness and strength to thought and expression. Every effort should be made by the teacher to render reference to the dictionary necessary. For younger pupils, the meaning of words should be illustrated, but older pupils should be referred to the dictionary, and directed how to use it. Questions should be asked which require an examination of the encyclopædia. Subjects growing out of the ordinary lessons may be made to bring into requisition the diction-

ary, the encyclopædia, and larger text-books on the same or kindred subjects. Lead the pupils to see that they do not know all, but that what they know is only a beginning of what they should know.

The library contains subject-matter for essays, and a skillful teacher can incite the pupils to read, and lead them to reproduce in their own language, facts, events, narrations, or descriptions. Prose and poetry containing fine thoughts should be committed, descriptions of various works should be written; the beauty of expression and shades of thought might be critically pointed out. In this way, writing compositions becomes a pleasant task. From presenting in our language, the thoughts of others, we gain the ability to express our own thoughts.

At first the disposition to read must be encouraged. The pupils should be permitted to take books out on Friday and retain them two weeks. During vacation the library could be opened on Saturday at 1 p. m. One of the ladies of the district might be appointed librarian.

STATE NORMAL SCHOOL, Kirksville, Mo.

## WOMEN AS TEACHERS.

[An address before the Monroe County, Tenn., Institute, by Rev. J. H. Brunner, D. D., President of Hiwassee College].

Mr. Chairman, and Fellow Members of the Institute:

There is an important subject to which our *Southern* people have failed to give due attention. It has an important bearing upon individuals, upon families, upon States, and upon our Nation.

It concerns, deeply concerns, all people, from the rising of the sun to the setting of the same.

That subject is

## WOMEN AS TEACHERS.

In the order of God's providence, one-half of our race is made up of the sterner sex, dominant in disposition. Hence, in the darker ages of the past, and in the darker places of the present age, might has been claimed as right, and the weaker sex have been doomed to subjection—often to degradation and to drudgery—as among the red men of the West, the black men of Africa, the brown men of Asia, and the white men of Circassia.

As a rule, the lower the scale of intelligence, the greater the degradation of women. And on the other hand, the more enlightened and civilized the community, the higher the esteem in which

## WOMAN

is held, the better her station in life, and the greater her privileges in society.

The remnants of her former semi-serfdom are yet seen in some places where she is denied an equal share in the division of paternal estates and

in the privileges of the school room. But that her condition is fast improving is as plain as the dawn of a glorious day.

In the ancient monarchies of Asia and Africa no provision was made or allowed for the education of girls in schools. Of course, no

## FEMALE TEACHERS

were to be found or expected in those "dark places filled with the habitations of cruelty."

In a few States of ancient Europe were found some traces of an improved sentiment in respect to woman. Sparta led the way, and held that it was unreasonable and absurd to expect a race of free and noble sons to spring from any but free and noble mothers, and that chivalrous men ought to have *cultured* wives as their companions. With them the wife and mother was the centre of the family circle—a centre around which revolved, "by sweet attraction driven," husband and children, and those whose lot it was to serve. Hence the Spartans held that their women were to be inspired by the purest morality and the loftiest patriotism of the time, so that their influence upon their sons and husbands might be of the proper kind. No wonder, then, that

## SPARTAN VALOR

was at such a premium, and that its praises have been heard in history, in oratory, and in song! How could it have been otherwise, when mothers, and wives, and sweethearts, inspired the soldiery to "do or die?" and when by common resolve, no renegade soldier—one who shirked on the dread day of battle—was ever to be received on his return? To throw away a shield was social suicide. A kindred sentiment at

## THE SOUTH

gave our Lee and Stonewall Jackson a soldiery similar to the Spartans in true heroism. Here, as at Sparta, was a noble rivalry between the sexes, as to which could best endure—the one under the privations at home, the other under the trials of the field! Ours was Spartan valor.

Athens fell far short of Sparta in her appreciation of women, and even derided the Spartans for the elevated position which they awarded to the wife and mother. The losses to Athens, at home and abroad, on this account, it would be hard to estimate.

The Romans had, in their better days, a very exalted opinion of the dignity of family life, and hence of the

## DIGNITY OF WOMAN.

History tells of kings expelled from power for indignity offered to wife or daughter of the citizen. The mater familias was, to the stern Roman mind, the priestess of the household, guarding alike the penates and the honor of husband and children, as a sacred trust; a trust as sacred as that of the white-robed vestal virgins, who preferred death to dishonor.

Of course girls there received a most excellent domestic education, and even attended school; for we

read that it was on her way to school that the

#### FAIR VIRGINIA

was seized by the flagitious Claudius—an event that roused all Rome—alike the indignant father and the whole populace, who rose as one man for vengeance, when Judge Lynch held quick court in the Roman forum.

On the introduction of Christianity

#### WOMAN

was at once advanced to greater prominence. The convent afforded her many facilities for a higher education. And here, for the first time, we find women as teachers among the Romans.

Then came the age of Knighthood, when the dutiful daughters of the nobility had special advantages afforded them for reading, writing, embroidery, languages, and music.

In Brussels, in the beginning of the fourteenth century, for the first time we find a school for small girls, with four female teachers! In other towns the boys and girls, who were brothers and sisters, might attend the same school.

Then came the Reformation in the sixteenth century, with its great impulse to female education. Wars retarded but could not stop the good cause, for in the eighteenth century

#### FEMALE EDUCATION

revived, and steadily has it advanced to this auspicious day.

The subject of the higher education of women has been discussed mainly with respect to two points:

1st. As to woman's physical ability to undergo the fatigue incident to a long collegiate or university course of study.

2nd. As to woman's proper sphere, her practical co-operation in the affairs of daily life.

The results of this discussion have uniformly been in favor of woman's claim to freedom in educational matters. Hence, the doors of many colleges and universities heretofore closed to woman, are now thrown wide open, inviting her admission. And now comes the announcement that a university has established a professorship expressly for the purpose of putting in the chair a woman, and at a large salary! And so the work goes on.

[To be continued].

#### WISE SUGGESTIONS.

IN his little book called, in despite of the definite article, "Fortunes of the Republic," Mr. Emerson has literally undertaken to teach his countrymen:—

"What makes a nation happy and keeps it so?"

And this is one part of his instruction, that morality is the basis of all legislation. " 'Tis not free institutions, not a democracy that is the end,—no, but only the means. Morality is the object of government. We want a state of things in which crime will not pay; a state of things which allows every man the largest liberty compatible with the liberty of

every other man. Humanity asks that government shall not be ashamed to be tender and paternal, but that democratic institutions shall be more thoughtful for the interests of women, for the training of children, and for the welfare of sick and unable persons, and serious care of criminals, than was ever done by the best government of the old world. \* \* \* I

hope America will come to have its pride in being a nation of servants, and not of the served." This is akin to Milton's remark in the "Reason of Church Government,"—"For who is there that always measures wisdom by simplicity, strength by suffering, dignity by lowliness? We may be well assured that he who disdained not to be born in a manger, despairs not to be preached in a barn." Again Emerson says—and Mr. Parkman may well consider it,—"If we found our people clinging to English traditions, which are graceful enough at home, as the English church, and entailed estate, and distrust of popular election, we should feel this reactionary, and absurdly out of place. Let the passion for America cast out the passion for Europe." Nevertheless, the choice of Butler to represent Concord in Congress, and similar pieces of nonsense in the voting multitude, do not escape the notice of the sage.

"The record of the election now and then alarms people by the all but unanimous choice of a rogue and brawler. But how was it done? What lawless mob burst into the polls and threw in these hundreds of ballots in defiance of the magistrates? This was done by the very men you know—the mildest, most sensible, best-natured people. They have been scared or warped into some association in their mind of the candidate with the interest of their trade, or of their property. \* \* \* After every practical mistake, out of which disaster grows, the people wake and correct it with energy. In each new threat of faction the ballot has been, beyond expectation, right and decisive." "Justice satisfies everybody, and justice alone. Our helm is given up to a better guidance than our own; the course of events is quite too strong for any helmsman." And so he goes on, uttering his wisdom in choice sentences, without much connection or logical arrangement, and many of them evidently written when political issues and the fortune of the republic looked very different from now. The book is published by Houghton, Osgood & Co.

MASSACHUSETTS did a good thing in sending for Miss Annie L. Cross, a graduate of Oberlin, and formerly a teacher in Springfield, Ill., as professor of mathematics in Wellesley College.

EDUCATION means overcoming obstacles, conquering difficulties—the taking on of power—the solution of problems—outside the book as well as inside it.

See to it that there is a practical application of the knowledge and power it gives.

#### THE WAY TO DO IT!

THE "Ledger," (Phil.) says that Geography should be taught by "topics."

The fewer names the pupil remembers, the better, provided, in place of a mere lumber-room of facts, his mind is impressed with the leading and characteristic features of any country, and especially of his own. Instead of a burdensome array of States and places let there be a simple method of comparison; and the boy who, taking his native country as a fixed basis, can measure its greatness by contrast with the extent, the population, the wealth, the manufactures of other countries, has really learned much of what geography ought to teach.

Twenty or thirty can be taught geography from "outline maps," in less time and to better advantage than one pupil can be instructed without them, or, in other words, a teacher will do twenty times as much work with these helps as he could do without them; and when you come to spread the expense of a set of outline maps and a globe, and a good blackboard, over the whole district, it amounts to comparatively nothing, but the advantages gained to the children are beyond all calculation.

THE Peabody Fund will be administered this year by the following officers, just elected: President, Hon. Robt. C. Winthrop, Massachusetts; First Vice President, Hon. Hamilton Fish; Second Vice President, Gov. Aiken, of South Carolina; Treasurer, Samuel Wetmore, New York; Secretary, Geo. Peabody Russell; General Agent, Rev. Dr. Sears; Executive Council, Gov. Aiken, Secretary of State Wm. M. Evarts, Hon. A. H. H. Stuart, Surgeon General Barnes, and Gen. Taylor.

THE schools, public and private, are full to overflowing.

Teachers are more earnest and enthusiastic, and they are doing better work than ever before. These years that the boys and girls can spend in school slip away fast, and the most and the best possible should be done.

PRES. ROBT. C. WINTHROP, at the annual meeting of the trustees of the Peabody Educational Fund, congratulated the board on the presence of the President of the United States, who had broken away from his official duties to show his interest in educational matters.

THE following figures show the distribution of the income of the fund during the year: Virginia, \$15,350; North Carolina, \$4,500; South Carolina, \$3,600; Georgia, \$6,000; Florida, \$3,900; Alabama, \$8,000; Texas, \$8,550; Arkansas, \$6,000; Tennessee, \$14,600; West Virginia, \$5,050.

WE shall do it!

We shall send the latest edition of Webster's *Unabridged Dictionary*, price \$12, for twelve subscribers, at \$1 per year, to this journal.

WE hope our teachers in the multiplicity of their duties and studies will devote some time and attention to the training of pupils in all our schools to write and properly direct letters.

Three million five hundred and forty-two thousand four hundred and ninety-four letters were sent to the Dead Letter Office in Washington last year. Look at the cost of this and the cost of handling them there, and the cost of returning them, and the cost and loss to firms and individuals. Ignorance costs all the time; intelligence pays.

PROF. C. M. WOODWARD of Washington University, will attend the Teachers' Meeting at Farmington, and will lecture on "The Great Steel Bridge at St. Louis." He will deliver his lecture in day time, and make free use of his drawings and models in illustrating and simplifying the difficult parts of the address. All who know Prof. Woodward, know that this exercise of itself will be well worth their attendance.

Some of the subjects to be discussed at the Farmington Association are "Hygiene of the School Room," "The Teacher's Work out of the School Room," "Morality in Education," "The Forgers," "Compulsory Education," "A Return to the County Superintendency," "Methods in Reading," "A Plea for a Higher Education," "The Teachers' Aids," "The Difficulties to be met in Primary Teaching," etc.

Plenty of time is given for discussion of the views that may be advanced in these papers, and it is hoped that teachers will come prepared to do so.

H.

ARE you a true friend of public education? If you are, aid us in the circulation of the JOURNAL, if from no other reason than this: *it always makes friends for the Public Schools.*

H.

#### GOOD SUGGESTIONS.

COLMAN'S *Rural World*, one of the best of our agricultural exchanges, makes good suggestions to the people all the time.

In a late issue, this sensible, practical, patriotic editor says very truly, that, "if good papers are taken in the family; if choice books are purchased; if the right sort of conversation is carried on; if good schools and churches are provided; if good society is cultivated; if farmers' clubs and horticultural meetings and debating societies are organized—the minds of the young people of every neighborhood will be turned in the proper direction, and rich stores of information will be secured."

To the teachers and the ladies, the editor sends out this earnest exhortation, which we most cordially and fully endorse:

"By all means help organize a debating society in every school district. Have also reading schools and spelling schools, and lectures, and farmers' clubs. Anything to keep the mind growing in knowledge and virtue."

## Mo. Valley State Teachers' Association.

The Association will be held at Kansas City Dec. 26, 27, and 28, in Central School Building.

*First Day.*—“Welcome Address,” President of School Board, J. V. C. Karnes; “How Shall we Educate,” Mrs. H. E. Monroe; Discussion; “Study of English,” Prof. W. D. Rusk; Discussion. Evening Lecture, “Teachers’ Duties,” Hon. D. C. Allen.

*Second Day.* “Our Normal Schools,” Professor R. C. Norton; Discussion; “Higher Education,” Alice L. Heath; Discussion; “Should the State Support High Schools?” Prof. L. A. Thomas; Discussion; “School Supervision,” Hon. Arnold Krekel. Evening Lectures, “What Shall we Read?” Miss Grace C. Bibb; “Intellectual Modesty,” Prof. F. E. Nipher.

*Third Day.*—Short Reports; “Education all Along the Line,” Pres’t J. Baldwin; Discussion; “Citizenship,” Chan. James Marvin; Discussion.

President, J. M. Greenwood, Kansas City.

## Missouri Legislators and Educators.

## Editors Journal:

EVERY citizen of Missouri is, or ought to be, interested in the general welfare of the State. So long as fields are to be cultivated, mines worked, factories built, produce and stock shipped, towns and cities laid out—just so long will immigration come to Missouri.

Adverse legislation may check it, and the State suffer; but by offering as good or better advantages to those living in the older settlements of the country, and looking westward for more inviting fields, the population and wealth of this State can be increased fully *fifty per cent in the next ten years.*

People move from one State or country to another, because they believe it is possible to better their present condition.

Men having families to raise, when contemplating a change of residence, always ask certain questions; as, what are the social and educational advantages? what is the nature of the climate? is the soil fertile? is the country a healthy one?

Answers to the foregoing will determine, in nine cases out of every ten, whether a person will move or stay where he is.

As has been well and truthfully said, “Nature has been lavish in her expenditures in Missouri.” Man has done much toward appropriating Nature’s gifts to the best advantage. Much yet remains to be done for the social and educational welfare of our people.

The educational system of Missouri at present is not inaptly represented by the fragments of a skeleton. The parts are detached and have no connection. Merely putting them together will not make a good system. They must be put together properly. A little legislation of the right kind will do much toward systematizing and furthering this work. Yet legis-

lation of the right sort is *not all* that is needed. The educators of the State must take hold and work intelligently and earnestly and continuously, till the public schools of the State are redeemed from the wretched condition into which they have been plunged during the last few years.

To produce the necessary and essential changes, the following suggestions are offered:

1. There must be an efficient system of supervision for the country schools.

2. A system of County Normal Institutes should be established.

3. The time of electing school officers for towns and cities should be in September, and not in April.

4. The State Superintendent and the County Commissioners should systematize and unify the work in the country schools.

5. The County Commissioner and the teachers of each county should take steps to have specimens of school room work on exhibition at the County Fairs.

6. That it is the duty of the educators of each county to invite the medical profession to visit all school-rooms and report their hygienic conditions to the public.

J. M. GREENWOOD.

KANSAS CITY, Dec., 1878.

## Missouri State Teachers’ Association.

The Northeast Mo. State Teachers’ Association will be held at Macon, Dec. 26 and 27, in the school building. The addresses and reports will be as follows:

“Mind,” Pres’t S. S. Laws; “Breadth of Culture,” Prof. O. Root; “Public High Schools,” Prof. H. H. Morgan; “Public Schools,” Prof. O. P. Davis; “Organization of the Sciences,” Prof. J. M. Long; “School Law,” Prof. M. Bigley; “Relation of the State to the Public Schools,” Col. E. McCabe; “Modern Progress of the World,” Hon. Charles Mansur; “Co-Education,” Prof. J. B. Blanton; “Welcome Address,” Prof. J. T. Ridgway; “Improvements in our Schools,” Pres’t J. Baldwin; “Educational Waste,” Prof. H. M. Hamill; “What Care I?” Prof. E. Fowler; “Phonetics,” Mrs. Nellie Beach; “Needed Improvements in our School System,” State Supt. R. D. Shannon. Discussions will follow.

Ladies will be entertained by the citizens of Macon, and the hotels will keep gentlemen at \$1 per day.

President, J. G. McVeigh, Hannibal.

THE REV. DR. SEARS, general agent of the Peabody Educational Fund, in his annual report said that the year just closed had been one of unusual pecuniary embarrassment to all the schools of the South, and that, while every branch of the department of education had been affected by it, that relating to the employment of teachers and public officers has suffered most. *Cheapening the labors* of the men on whom the vitality of the system depends is a more *dangerous experiment* than is generally supposed. Cheap teachers are a dangerous experiment.

THE Southwest Missouri State Teachers’ Association will be held at Springfield, on Thursday and Friday, Dec. 26 and 27. An excellent programme, embracing only such topics as seem with vital interest, has been prepared. Among the prominent educators who will participate in the exercises may be mentioned President Morrison, Commissioners Underwood, Livingston and King, Superintendents Mason and Willson, Hon. Galen Spencer and Miss Ohlen. Attendance sure to be large. One strong feature of the occasion will be a social reception by the ladies of Springfield and vicinity. Rates on the railroads will be so low that the expense of attending will be trifling compared with the benefits to be received.

Such a rare educational treat is in store for the Southwest as is seldom experienced anywhere. Let every live teacher in this whole section respond. At least 500 should be at the Opera House the first morning. Teachers, to the front! The people will fall into line. That cordial hospitality for which Springfield is so noted, will be extended as usual. The citizens will welcome more than five hundred teachers if they will come!

## “THE TECHNICS,” &amp;C., &amp;C.

Those “unregenerate,”—yes, that is the word,—unregenerate editors up in Dubuque—Mr. Shoup and Mr. “Co.”—printed for short, “Shoup & Co., editors,” go deliberately to work both by poetry,—and if there is anything we do delight in, it’s “poetry,”—and prose, too, to harrow up that old story about the “Bronz” medal man of Boston, and they reprint the statement that the “bronz” is only a *third* grade medal, which proves they are “unregenerate.” (See our *premium Webster’s Dictionary*) for the full meaning of that word—and then they strike at us, their friend, by saying—“if they are not deceived”—it was well to preface the remark with such a qualification—they say, “if we are not deceived, Henry Barnard is not J. B. Merwin, nor is Hartford, Conn., St. Louis, Mo.!”

After this astounding bit of “biography” and “geography,” all in one sentence, we sought consolation, rest and refreshment, by reading the 6th verse of the 139th Psalm:

“Such knowledge is too wonderful for me; it is high; I cannot attain unto it.”

The school board of Dubuque are authorized to furnish these editors, Mr. Shoup and Mr. Co., at our expense, a thin layer of ice to wear in their hats until after the holidays. Something ought to be done to prevent brain fever.

Before proceeding to hit us again—to think they would strike a friend twice in the same issue—these editors, Mr. Shoup and Mr. Co., go on to say—“the last number of Mr. Merwin’s *valuable publication*,”—you see they are not so “unregenerate” as they were before reading “Merwin’s *valuable publication*.” And we have

noticed other instances where the effect for good has been very marked on people who have read “Merwin’s *valuable publication*.”

These editors go on to say we are not too devoted to “the technics,” any way. Now if there is one feature we “dote on” and delight in above another; one feature that we pride ourselves upon above “poetry,” it is “the technics”—and that is what seems to us so cruel and ungrateful. After having the benefit of reading “Merwin’s *valuable publication*” for months, they deliberately publish the following cold-hearted fling:

“The JOURNAL is a shining example of an educational paper which does not devote itself too closely to ‘the technics.’”

We would not have let the “daylight shine through” Mr. Shoup and Mr. Co. in this manner, if we were not convinced that a dozen or more people, outside the freshmen class of the Dubuque High School, have read this charge about “the technics.”

Press on! surmount the rocky steeps, Climb boldly o’er the torrent’s arch: He fails alone who feebly creeps; He wins who dares the hero’s march. Be thou a hero! let thy might Tramp on eternal snows its way, And through the ebon walls of night, Hew down a passage unto day.

—[Park Benjamin.

We will say for the benefit of all concerned, and a large number seem to be deeply concerned in the matter, that we will send the premium “Webster’s *Unabridged Dictionary*”—the last edition—at once, on receipt of \$12, and they can send in the names any time before Jan. 1, 1879.

## Missouri Schools.

*Salem.* Academy, W. H. Lynch, Principal; 338 enrollment; 298 average; term, 10 months; teachers, 7; educational column, weekly; educational interest, excellent; county institute monthly; will send a good school man to the Legislature.

*Millerville.* High School, T. G. Lemmon, Principal; 118 enrollment; 99 average; term, 8 months; teachers, 2; educational interests, very best; teachers’ association semi-monthly; will send a good school man to the next Legislature.

*Cuba.* Academy, B. C. Simmons, Principal; 102 enrollment; 75 average; term, 6 months; teachers, 2; educational interest, average; average school man to next Legislature.

*Oak Ridge.* High School, W. A. McNeely, Principal; 94 enrollment; 71 average; term, 6 months; teachers, 2; educational interest, good; teachers’ association, semi-monthly.

*Doniphan.* Miss Hattie Bell, Principal; 98 enrollment; 71 average; term 4 months; teachers, 2; educational interest, low; teachers’ association, quarterly; representative, a good school man.

*Dexter City.* J. F. McNail, Principal; 155 enrollment; 62 average; term, 10 months; teachers, 2; educational

interest improving slowly; representative, no school man.

*Fredericktown.* J. B. Scott, Principal; 232 enrollment; 186 average; term, 10 months; teachers, 4; representative, a warm advocate of public schools.

*Piedmont.* W. T. Carrington, Principal; 200 enrollment; 148 average; term, 8 months; teachers, 4; think the representative is all right on the school question.

*Steelville.* T. R. Gibson, Principal; 120 enrollment; 95 average; term, 5 months; teachers, 3; county institute, quarterly; representative, a good school man.

*New Madrid.* Alfred Mitchell, Principal; 103 enrollment; 82 average; term, 4 months; teachers, 3; educational interest, increasing; county institute, monthly; William Dawson, the representative, is a good school man.

[Perhaps no school in the Southeast is doing better than the New Madrid public school. The School Commissioner is the Principal, and is untiring in his efforts to further the school interest of his town and county.]

D.

*Liberty.* W. E. Coleman, Principal; three assistants, Miss Gillstrap, Miss Morris and Miss Oliver, all Normal; term, 8 months; 300 pupils. Clay county is doing well educationally.

*Novelty High School.* W. N. Doyle, Principal; 60 students; term, 9 months; one of the best schools in Missouri. Educational interest steadily growing in Knox county; educational column sustained; Normal Institute of two weeks annually; live bi-monthly institutes. Good for Knox.

*Wellsville.* T. S. Kennerly, Principal; pupils, 180; term, 6 months; no educational column in Montgomery county.

*Kansas City.* J. M. Greenwood, Superintendent; 61 teachers; 600 more pupils than last year; State Teachers' Association meets here Dec. 26, 27, and 28; a large and well-selected library.

*Savannah.* E. R. Carr, Principal; seven assistants; term, 9 months; enrolled, 307; average, 271; high school, 50; graduated last year, 5; held a four weeks Normal Institute last summer; good educational columns in all the county papers; popular education is steadily advancing in Andrew county. Good for Andrew.

*Bucklin.* H. McGarry, Principal; pupils, 100; term, 6 months; two assistants; regular course of study adopted and followed; excellent interest.

B.

*Grundy County.* A leading citizen writes that "the schools have never been doing better; 12 of the teachers are of more than ten years standing; 30 of more than five, and only three are beginners. Ten are graduates, and five are holding State certificates. We are determined to succeed above all opposition, and defects of our system." T.

SUBSCRIBE for this journal. Only \$1.60 a year, postage paid.

**H.** THE Normal School at Cape Girardeau is constantly gaining friends. It is becoming a power for good, and is so recognized by the people. While we lament our loss in the death of President Cheney, we rejoice in the success of Prof. Dutcher. The people of this Normal School district have elected quite a number of uncompromising Normal School men to the Legislature.

**H.** THE EVENING STAR!—This new orb, which is to shed its lustre on the pathway of the "Democratic Party," and so light it up and lead it on, will commence to shine toward evening on Dec. 7, 1878. The fiery young Cunningham, who has been tied up to the St. Louis *Evening Post* for some time, has unhitched himself, and will furnish all sorts of brilliant material to the *Evening Star*. John Hodnet, too formerly of the St. Louis *Times*, will stand ready to "assist." So, the AMERICAN JOURNAL OF EDUCATION will hope to find a new ally and helper in its work, in the *Evening Star*. We have all something to do to lead the people back to the adoption and practice of the old Jeffersonian principle of Democracy, "the greatest good to the greatest number."

**H.** THE KEY NOTE.—The New Orleans *Picayune*, the leading paper of Louisiana, if not of the South, says in an editorial article on "Education by the State," that "the paramount influence of New England to-day in American politics, is unquestionably due to the forces which have emanated from her *public schools* and from the colleges which she contrived to make accessible even to the poor." The result of the New England common school system it also sees in the immense wealth of that section, more capital being invested in Boston than in the whole State of Louisiana. "Our hope for the Southern future," it concludes, "rests mainly on the effort which is being made everywhere throughout this section to educate *all* its people, male and female, black and white."

We hope our teachers, and school officers too, will become well acquainted with the men elected to the Legislature.

This State, to-day, needs more than anything else, and before anything else, such legislation as will make the *school system* and the schools more efficient.

The railroad interest, by its paid lobby, will take care of itself—the banking interest will take care of itself. We hope such calm, deliberate councils will prevail, as to send Hon. Thomas Allen to the United States Senate in the early part of the session, and then that important question will be well settled. Then, let us have such legislation as will help to break the shackles of ignorance—such legislation as will help the Normal Schools, — help the district schools, help the children to better teachers—and this State will attract

capital, skilled labor, and a productive, intelligent class of citizens.

For these reasons, we hope our teachers will cultivate the acquaintance and good will of the members elect to the next General Assembly, so that as an effective and honored part of that body these members may be prepared to advocate such measures as will subserve this, to-day the most important interest in the State.

**H.** WASHINGTON UNIVERSITY has become a very interesting and attractive centre of influence and intelligence. The course of lectures given by the Professors attracts very large audiences. The course on "Germany and German Literature," given last season by Prof. Hosmer, and illustrated, drew crowded audiences of strangers as well as citizens.

This season Prof. Snow has inaugurated a course on "France and French Literature," illustrated by stereopticon views, which have been gathered for this express purpose. The first lecture crowded the hall to overflowing, but extra seats have been provided, so that all who attend can now be accommodated.

There seems to "ray out" from this intellectual centre streams of influence and intelligence in every direction, to inspire and upbuild the people.

Those who from the beginning have had faith in it, and "have proved their faith by their works," must rejoice greatly in these evidences of its growth, and power, and usefulness.

Prof. Snow has published a very fine synopsis of the principal points on which his lectures treat, so that one can read up and get the full benefit of the character or topic discussed. The price of the course of 12 lectures is only \$2.

#### To Florida.

The short, direct route to Florida; the attractions of the climate, the lakes, orange groves, springs, the principal resorts—all this, and much other valuable and interesting information will be found in the circular issued by Mr. J. W. Mass, the General Passenger and Ticket Agent of the St. Louis & Southeastern Railroad. If you are going to Florida, or if your friends are going, drop Mr. Mass a line or call upon Mr. W. C. Melville at the ticket office, Fourth and Pine Street, St. Louis, where you can get all desired information.

Several of our friends visited Florida last winter, and they spoke in the highest terms of the St. Louis & Southeastern Railroad and its connections, as well as of the delightful winter climate of Florida.

We take pleasure in again commanding the St. L. & S. E. as the short, direct route, with its *low priced*, round trip tickets.

We cannot tell how long we can keep the offer open for the largest premium ever offered—"Webster's Unabridged Dictionary"—the latest edition—for 12 subscribers to this journal at \$1 per year.

A man has no more right to say an uncivil thing than to act one; no more right to say a rude thing to another than to knock him down.—Dr. S. Johnson.

#### Recent Literature.

##### The Atlantic Portraits.

We are to have another attractive feature in the way of "portraits" this year. *The Atlantic Monthly* adds to its list of Whittier, Bryant, and Longfellow, that of Lowell, for 1879.

These portraits have been most cordially welcomed by the admirers of these sweet, strong, healthful singers, and the publishers have prepared for the coming year a similar portrait of Mr. James Russell Lowell. It is from the pencil of Mr. J. E. Baker, the artist who made its companion pictures, and who is one of the best crayon artists in the country. In size and style it is uniform with the portraits which have preceded it, and like these it must be very acceptable to all who cherish gratefully and proudly the fame of those who have contributed so much to the wealth and honor of American literature.

The article on "Three Typical Workmen," in the December number, ought to be read in every home in this country. It would be worth a vast sum of money to this Nation to have every man of leisure as well as every working man read it.

*The Atlantic* for 1879 will more than hold its place, a deservedly high one among the very best magazines of the country. Price, \$4.00 per year. Price, with either one of these superb likenesses, \$5.00. We will send a copy of this journal, *The Atlantic*, and either of these beautiful likenesses, for \$5.00—or this journal and *The Atlantic Monthly* for \$4.00 per year, post-paid.

ROBERTS BROTHERS, Boston, place the reading public under obligations by the publication of a most excellent and timely lecture by Prof. Wm. P. Atkinson of Boston, on "The Right Use of Books."

We wish our business men would put copies of this lecture into the hands of their employees as well as read it themselves. It was first read to a class of "young business men," but in publishing it the author has added to it largely.

We are greatly tempted to make extracts, but we should scarcely know where to begin or where to stop. He says: "The great secret of reading consists in this, that it does not matter so much what we read, or how we read it, as what we *think* and how we *think* it. Reading is only the fuel,—and the mind once on fire, any and all material will feed the flame."

Here is a question he asks: "Who can over estimate the value of *good books*—those ships of thought as they are called—voyaging through the sea of time, and carrying their precious freight so safely from generation to generation?"

"We shall find few better companions than good books."

LITTELL'S LIVING AGE, price, \$8 per year, we will send to any subscriber, and a copy of the AMERICAN JOURNAL OF EDUCATION one year, post-paid, both for \$8. All new subscribers for 1879 will receive gratis the six numbers of 1878 containing, with other valuable matter, the first parts of "Sir Gibble," a new serial of much interest, by George Macdonald, now appearing in *The Living Age* from the author's advance sheets. Other choice new serials by distinguished authors are engaged and will speedily appear.

AMONG the subjects in "The World's Work" department of the December *Scribner* are "Street Car Motor," "New Electric Lamp," "Improved Ironing Machine," "Experiment in Floating Apiares," "Automatic Device for Reproducing Music," and "Improvement in Making Artificial Stone." The aim of this department is to record the most important current improvements in the industrial and mechanical arts.

FRANK R. STOCKTON's fresh novelette for boys and girls, "A Jolly Fellowship," now appearing as a serial story in *St. Nicholas*, describes amusing incidents in the Sunny South,—warm reading for cozily housed Northern youngsters, this weather. The pictures by James E. Kelly, convey much of the *verve* and genial fun of this favorite author's text.

"DORA D' ISTRIA" is a nom de plume little known in America, but familiar to Europeans as the pen name of Helen Ghika, the Princess Massalsky of Roumania, who ranks with George Eliot and George Sand, among the foremost intellectual women of Europe. A sketch of her life and writings appears in *Scribner* for December, with a portrait after Schiavoni,

#### A New System of Meteorology.\*

BY JOHN H. TICE.

The discovery, about forty years ago, of the unity, identity, indestructibility, and mutual introconvertibility of Light, Heat, and Electricity,—now called the Physical Forces,—marked a new departure in Physical Science, and began a new era in mental activity, and in natural research and discovery. No one has taken so advanced and radical a position in this new departure, followed it so closely, pertinaciously, persistently, and logically, to its legitimate and final results, as the author of this volume.

The term Physical Forces implies, that it includes all energy whatever manifested in the physical world. An exhaustive catalogue of the Physical Forces, therefore, must be a full inventory of all the energy possessed by Nature. The Physical Forces must cause all the changes in form, shades of color, and in the physical condition of matter in the Universe. They must cause all the transformations of matter from a solid to a liquid, to a vapor and to a gas; and from a gas through all transformations to a solid again. All its movements, whether of particles amongst themselves, of currents *en masse*, or of translation through celestial space, therefore, are caused by one or the other of the Physical Forces.

He proceeds and demonstrates that Electricity is the motor of the Universe. Being the cause of the greater movements, such as that of suns and solar systems through the boundless fields of space, it must also be the cause of the lesser ones, such as that of the waters in the Ocean, the currents in the atmosphere, the protoplasm in the animal and vegetable cell, &c. It is from this stand-point that he views meteorological facts, and elaborates the principles and laws of the science of Meteorology.

The primary phenomena of the atmosphere are the variations in its pressure, now for want of more appropriate and more specific terms, called the high and the low barometer. The high readings of the barometer are proven to be caused by a descending current of air from the surface of the atmosphere upon the surface of the earth. The low readings of the barometer are demonstrated to be caused by an uprising current of air from

the surface of the earth towards the zenith. Since both the ascending and descending currents flow in a whirling motion; hence each is a vortex.

The air that descends in one vortex, flows from it to the other, where it is sucked in and spouted up to the skies again. For this reason he calls the vortex that pours the air down upon the earth, the disgorging vortex; and the one that sucks it in and pours it back towards the zenith, the engorging vortex.

From the colored charts of the hemispheres—the one showing the average atmospheric pressure from the vernal to the autumnal equinox, or during the Northern summer, and from the other, showing the same from the autumnal to the vernal equinox, or Northern winter,—he demonstrates, first, the causes of calms such as exist constantly along the Tropics and along the Equator, on both oceans; and second, the cause of constant winds, such as the Trade Winds, the Return Trade Winds; and the periodic winds, the Monsoons, Hermattan, Etesian, Pampero, and others. From a special map he shows the causes of the variable winds. All winds, whatever their nature and character, are demonstrated to be mere *outflows of a high barometer, and inflows into a low one*. The facts adduced to prove this, are so pointed and direct that the deduction is inevitable.

The Northern Hemisphere is under the domination of Boreal Magnetism, and the Southern Hemisphere under that of Austral. Since a Boreal pole will whirl a free electric current around it in the opposite direction than an Austral one will, hence the electric spirals in the opposite polar hemispheres differ, that of the Northern Hemisphere being a right-hand, and that of the Southern Hemisphere being a left-hand spiral. The gyration of the whirlwind, tornado, hurricane and waterspout, hence is in opposite directions in these hemispheres. The whirl in the Northern Hemisphere being contrary to the movements of the hands of a watch, and the whirl of cyclones in the Southern Hemisphere being with the hands of a watch. Since a cyclone is the vortex of a low barometer, this conformity to the magnetic influence dominating in the hemisphere where it occurs, proves the electric character of both the cyclone and low barometer.

The electric nature and character of the high and low barometer,—disgorging and engorging vortex—is shown by their repelling each other according to Ampere's first law: "Parallel currents of electricity flowing in opposite directions repel each other." This is demonstrated by a map from the observations of the United States Signal Service.

This is the most important meteorological discovery of the age, and the author is undeniably entitled to the credit of its discovery. It accounts for many facts that were before regarded as anomalous and therefore inexplicable.

High and low barometers,—disgorging and engorging vortices—being the primary phenomena of the atmosphere, are the causes of all secondary phenomena of the atmosphere, such as winds, clouds, rain, hail, snow, whirlwinds, tornadoes, hurricanes and waterspouts. That the relation of cause and effect subsists between them and wind, we have already stated, is conclusively demonstrated. Facts equally as strong and pointed are produced that show they are likewise the causes of cloud formations, of rain, snow, hail, tornadoes, hurricanes and waterspouts.

This is a mere outline of the topics dis-

cussed in the volume, but it is, however, sufficient to show the line of thought pursued by the author, and that he is an original and vigorous thinker. He takes meteorology out of the domain of fancy and of the imagination, and places it in the realm of the actual, the real, upon the solid bed-rock of facts, established by observation and experiment. He is decided in his opinions, and often dogmatic in his conclusions; but he always supplies the facts upon which his opinions are based, and the reason for the conclusion arrived at.

\*Will be sent by mail upon receipt of retail price, \$1.50, addressed to Tice & Sillington, St. Louis, Mo.

LITTELL'S LIVING AGE for 1879. The extra offer to new subscribers for 1879, and the reduced clubbing rates, are worthy of note in the prospectus of this standard periodical, published in another column. The remarkable success of The Living Age is well attested by the fact that on the first of January next it begins its one hundred and fortieth volume. It affords the only satisfactorily complete compendium of a current literature which is now richer than ever before in the work of the ablest writers upon all topics of interest. It merits careful attention in making a selection of reading matter for the new year. The more numerous the periodicals, indeed, the more valuable becomes a work like this, which, in convenient form and at small expense, gives the best of all. Its importance to American readers can hardly be over estimated, as no other single periodical enables one, as does this, to keep well informed in the best thought and literature of the time, and fairly abreast with the work of the most eminent living writers.

PROGRESS, John W. Forney's new paper—"A Mirror for Men and Women,"—promises to be something we have long needed.

The Nation, New York, is nothing if not sour and cynical; it has great capacity for fault finding, but none at all for building up—it mistakes assertion for argument, and is withal an unwholesome influence.

Progress is hopeful. It will, we hope, largely take the place of the unhealthy, fault-finding, cynical Nation.

Here is a specimen of what one will find in Progress: "But a generation is a century in this age of progress; and as Earl Beaconsfield said to an adversary in Parliament, who lately reminded him of some of his democratic declarations in former times: 'I cannot stop, my lord, to discuss events of the antediluvian period.'"

It is published in large type, wide columns, on elegant paper. Price, \$5.00 per year. Address John W. Forney, Philadelphia, Penn.

AN ASTONISHING OFFER.—The Independent of New York, probably the ablest, largest, and best religious newspaper in the world, offers in another column to give away, absolutely, a Worcester's Unabridged Quarto Pictorial Dictionary, which retails everywhere for \$10, and is, of course, a household necessity.

The Independent is now publishing the Rev. Joseph Cook's famous Boston Monday Lectures, which are creating so much discussion everywhere. It will also soon begin the publication of a series of articles on "Socialism and Communism," one of the most important questions of the day, by Ex-President Theo. D. Woolsey, D. D. LL.D.

See advertisement of *The Independent* in this paper.

NURSERY RHYMES AND MELODIES OF MOTHER GOOSE, illustrated with fifty full-page sketches—in white—are just the thing for a holiday present, which the children will appreciate. We first had to fashion the pictures from the words when we heard these quaint old songs and stories, but now the full page illustrations are so comical and expressive that we enjoyed it all more than ever. Lee & Shepard, Boston. For sale by Book and News Company.

THE SCIENCE AND ART OF ELOCUTION; or, How to Read and Speak. By Frank H. Fenn. Philadelphia: John E. Potter & Co. For sale by the Book and News Company.

We have looked carefully through this volume, and the more we examine it the better we like it. The author divides the work into three parts:

1st. Theoretical Elocution; 2nd, Vocal Culture; and 3d, Practical Elocution.

There is also an "Elocutionary Chart" of great practical value.

There are about one hundred and fifty pieces for the practice of the art, as laid down by Prof. Fenn.

The author believes that "by carefully studying and applying the principle presented in this book, any person of fair natural abilities can become an effective reader and speaker."

We cannot have too many of these helps. There are comparatively few good readers, fewer effective speakers, and so we hope there will be a growing demand for this and similar books on this subject.

Sent, post-paid, for \$1.25.

The publishers, John E. Potter & Co., Philadelphia, say: "It is equally well adapted for schools, classes or individual students.

It has been prepared by a careful student and complete master of the art.

It treats of a subject of the utmost importance to all desiring to cultivate the greatest gift that God has given man.

It is a work of great general interest for even casual reading; its contents embracing some rare productions, thus making it a valuable book for the home circle."

THE AMERICAN ANTIQUARIAN is a new illustrated magazine, devoted to the many curious things which are found in this country as the evidences of a prehistoric occupation. The name is significant of this, its object.

The second number appears with several new names on the editorial staff. Prof. R. B. Anderson, the well-known Norse scholar; Prof. E. A. Barber, who has been so regular a contributor to the *American Naturalist*; Prof. A. Winchell of Ann Arbor, and others.

The articles are of a very interesting and scholarly character, and the illustrations (mostly wood cuts) are well executed.

The magazine, though only a few months old, has already taken rank among the best scholars of this country and Europe. We advise our readers to send for a specimen copy. Address Rev. L. D. Peet, Editor, Unionville, O.

THERE is some "very interesting reading" in this journal, to those who want to get a copy of "Webster's Unabridged Dictionary," page 8.

The offer is a bona fide one for the present—strange as it may seem. This is the way to get it, and now is the time.

Now is the time to subscribe for the AMERICAN JOURNAL OF EDUCATION. \$1.60 per year.

P. GARRETT & Co., Philadelphia, send us No. 16 of their "One Hundred Choice Selections in Poetry and Prose."

They say the continuation of the series is a response to a general demand for "more." They are all of them good selections, good for individuals and good for families, and good for schools, and the price in paper covers is only 30 cents, or three choice selections, or six pages for a penny. Cheap enough! There is in this No. 16 a full index of all the preceding numbers.

#### The North American Review.

The highest praise is due the able conductors of that standard periodical, the *North American Review*. The essays presented therein almost invariably concern subjects of great pith and moment, and are mainly the productions of leading minds the world over. Furthermore, this influential magazine seems to practice the laudable and copyable policy of considering the social value of the article, rather than the social prominence of the author. The November-December number, besides the customary thorough review and scholarly criticism of recent literature, contains nine interesting and instructive dissertations:

1. "The Government of the United States," by Horatio Seymour, who examines and eulogizes our systems of government, township, county, State and General, and convincingly argues that to make our country progress and prosper, in a manner commensurate with its apparent advantages, every citizen must consider himself obligated to exert his influence for the good, whenever an opportunity presents itself, whether in the domestic circle, in business, in society, or at the polls.

2. "Systems of Offense and Defense in Naval Warfare," by Hobart Pasha, who believes small, fleet, heavily-armed iron-clads are the most useful; thinks captains should be qualified to rely during engagements on their own discretion, and devotes much space to torpedoes and torpedo-boats, indicating as possible remedies, netting, lookouts and electric lights.

3. "The Congress of Berlin, and its Consequences," by an Old Diplomatist, who predicts a Continental war, eventually, if England and Russia come to blows in Asia.

4. "Japan and the Western Powers," by Matsuyama Makato, who shows that Japan has been so entangled by treaties with foreign powers, notably England, that a grave business stagnation, and subsequently her dissolution as an independent nation, is imminent, unless certain offending clauses are abrogated.

5. "The Financial Resources of New York," by William B. Martin, who points out New York's fitness to compete with Paris, as an attractive dwelling-place, and with London, as a commercial centre, and regards the elevated railroad as the means whereby upper New York may be made habitable, and all parts of the city brought in close communication.

6. "The Public Health," by Elisha Harris, who favors strict laws enforcing personal cleanliness, abundant pure water, thorough sewerage, and the existence of public parks.

7. "Pessimism in the Nineteenth Century," by Samuel Osgood, D. D. The fast-gaining religion, Pessimism, or the logical creed which is diametrically opposed to Optimism, is exhaustively considered by this learned, philanthropic and unbogged divine. Necessarily, he considers the lives and teachings of the three leading

Pessimists, Giacomo Scopardi of Recanati, Italy; Edward von Hartmann of Berlin, and Arthur Schopenhauer of Frankfurt. As the result of his deliberations, he determines that Pessimism is calculated to benefit mankind: it will convince man of the folly of wasting time in theorizing about an impossible future, thereby turning his undivided attention to this present life, which he will endeavor to make a practical heaven.

8. "Antipathy to the Negro," by James Parton, who gives a concise history of slavery; claims that frequent ablutions and clean garments will correct a certain offensive odor; argues away color-repugnance; avers the race imitates with facility and lacks inventive ability, and, finally, deplores their having been thrown unprepared into politics.

9. "The Emperor Hadrian and Christianity," by Ernest Renan, who, while following up the erratic steps and narrating the eccentric deeds of a Roman Emperor of the second century, reveals how Christianity first gained recognition and powerful converts in Europe.

FRANCIS R. PORTER.

Webster's Unabridged Dictionary—latest edition, sent by express for 12 subscribers to this journal. Price of dictionary, \$12.

AMERICAN COLLEGES: Their Students and Work. By Charles F. Thwing. New York: G. P. Putnam's Sons.

Much information, interesting to the general reader, valuable to parents and guardians, and desirable to the prospective collegian, male or female, is concisely presented in this little volume. It contains ten chapters, each forming a complete article, which are respectively entitled: "Instruction," "Expenses and Pecuniary Aid," "Morals," "Religion," "Societies," "Athletics and Health," "Journalism," "Fellowships," "Choice of a College," "Rank in College a Test of Future Distinction." The appendix gives a list of colleges in the United States with statistics relating thereto. Price, \$1.

THE AMATEUR HANDBOOK OF PRACTICAL INFORMATION for the Workshop: Containing clear and full Directions for Bronzing, Lacquering, Polishing Metal, Staining and Polishing Wood, Soldering, Brazing, Working Steel, Tempering Tools, Case-Hardening, Cutting and Working Glass, Varnishing, Silvering, Gilding, Preparing Skins, Waterproofing, Making Alloys, Fusible Metals, Cements, Glues, &c. Price 10 cents. New York: Industrial Publication Company. 1878.

This book seems to be a carefully compiled book of instructions for performing those little technical operations which are so frequently required in every-day life. In most of these operations the recipe is but half the battle; when we come to put it in operation we are apt to fail from inattention to some important though apparently trifling detail. In the book before us minute practical directions are given, so that any one may be able to put the recipes in practice. This is specially apparent under such headings as glass-cutting, lacquering, steel working, brazing and soldering, silvering, staining woods, waterproofing, &c.

THAT proposition to furnish "Webster's Unabridged Dictionary"—the latest edition—for twelve subscribers to this journal, at one dollar each, means business for you, my dear reader! You never will be able to get a library so cheap again.

THE Thanksgiving number of the New York *Christian Union* contained a stirring letter from Secretary Sherman on the South Carolina troubles; a breezy article by Gail Hamilton; a Star Paper from Henry Ward Beecher; a "Laicus" letter; a Thanksgiving story, "The Praise Meeting at Poncasset," by Eliot McCormick; and the opening chapters of the new and romantic serial, "The Little Belle of Bloomingdale," whose anonymous author, we are told, has a world-wide reputation.

G. P. PUTNAM'S SONS announce that the first edition of 1,000 copies of "Apple Blossoms," the volume of poetry by the two little Berkshire girls, was exhausted in less than a week. A second edition is nearly ready. It is certainly exceptional in the history of publishing for a first volume of poems to meet with such marked success. They are also printing a third large edition of the illustrated "Thanatopsis;" a third edition of the double-volume, "Thanatopsis and the Flood of Years;" a second edition of Tyler's "History of American Literature," (which has been issued but ten days); a third edition of Chadwick's "The Bible of To-day"; and a second edition of Sunderland's "What is the Bible?" and of the volume on "Railroads," by Charles Francis Adams, Jr. They have nearly ready a story for girls, entitled "Castles in the Air," by Louise R. Upton, a new writer.

#### MISSOURI.

##### Official Department.

[It will be the plan of this department to render decisions upon such points as are raised, from time to time, by correspondents, and which seem to be of immediate use. Some decisions will be brief statements of law, without argument. If not fully understood, they will be amplified on request.

In all questions of difficult construction, or such as involve intricate legal points, the opinion of the Attorney General will be obtained.—R. D. S.]

TO COUNTY CLERKS AND COMMISSIONERS. Gentlemen:

I would again recommend the AMERICAN JOURNAL OF EDUCATION to your careful attention. I shall labor to make the official department furnish as clear and concise expositions of the difficult features of our intricate school law as possible. By taking the paper you will not only have answers to questions you may ask, in a convenient and permanent form, but you will also get the benefit of answers to many other correspondents, and become more familiar with the plans of the school system and the workings of the department.

If you should persuade every teacher and every school board in your county not now subscribers, to take and read it, you would thereby save yourselves much annoyance and unnecessary labor. Indeed, it was for this purpose, and to secure better results in managing our schools, and securing correct reports, (which every expedient so far adopted by you or myself has failed to secure) that I became an editor of the JOURNAL. I desire to help you, and thus enable you to assist me more effectually. I desire that our work shall be entirely harmonious and co-operative, and hence I desire to meet you often, in correspondence.

In addition to mere explanations of law and decisions, I intend that the official department shall contain directions as to

how to make reports, &c., and be the means of communicating home educational news to every county.

I trust, then, that you will freely ask for explanations of doubtful or difficult questions, and furnish me information of institutes held in your county, or of other interesting facts.

Please write all communications intended for notice in the JOURNAL, on a separate sheet of paper from that containing other matter. Very respectfully,

R. D. SHANNON, State Supt.

It is worth almost as much, to a neighborhood or a school district, to put them in possession of "Webster's Unabridged Dictionary," as to build a school house.

We shall send it to you by express for only twelve subscribers to this journal at \$1 per year.

Gird yourself for the work of self-cultivation. Set a high price on your leisure moments. They are sands of precious gold. Properly expended, they will procure for you a stock of great thoughts—thoughts that will fill, stir, and invigorate, and expand the soul.

#### Bryant & Stratton Business College.

A good hand-writing and a practical education obtained in this institution fit a young man for real life better than a classical course requiring years of study. This is the only school in St. Louis having actual business and banking departments, and our scholarships are good in the forty Bryant & Stratton colleges. For circulars call, or address W. M. Carpenter, President, corner of Fifth and Market Streets.

11-9 12-3

#### Drop Him a Line.

If you wish to perfect yourself in a thorough, practical Commercial Course, or to become a Short Hand Writer, attend and graduate at Johnson's Commercial College, St. Louis. It is one of the largest and best disciplined institutions in this country. For circulars or specimens of penmanship, address, with stamp, the President,

J. W. JOHNSON.

11-3 12-2

#### The American Journal of Education.

IT OUGHT TO BE STATED AND RE-STATE that this JOURNAL OF EDUCATION will show the people who pay the taxes not only what our teachers and school officers are doing, but the necessity for this work as well; when the taxpayers understand this they will provide for the more prompt and liberal payment of the expenses necessary to sustain the schools; hence the teachers and school officers should copies are taken every school day.

States.

N. B.—R

by Post

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14.

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BY JOHN H. TICE.

The discovery, about forty years ago, of the unity, identity, indestructibility, and mutual introconvertibility of Light, Heat, and Electricity,—now called the Physical Forces,—marked a new departure in Physical Science, and began a new era in mental activity, and in natural research and discovery. No one has taken so advanced and radical a position in this new departure, followed it so closely, pertinaciously, persistently, and logically, to its legitimate and final results, as the author of this volume.

The term Physical Forces implies, that it includes all energy whatever manifested in the physical world. An exhaustive catalogue of the Physical Forces, therefore, must be a full inventory of all the energy possessed by Nature. The Physical Forces must cause all the changes in form, shades of color, and in the physical condition of matter in the Universe. They must cause all the transformations of matter from a solid to a liquid, to a vapor and to a gas; and from a gas through all transformations to a solid again. All its movements, whether of particles amongst themselves, of currents *en masse*, or of translation through celestial space, therefore, are caused by one or the other of the Physical Forces.

He proceeds and demonstrates that Electricity is the motor of the Universe. Being the cause of the greater movements, such as that of suns and solar systems through the boundless fields of space, it must also be the cause of the lesser ones, such as that of the waters in the Ocean, the currents in the atmosphere, the protoplasm in the animal and vegetable cell, &c. It is from this stand-point that he views meteorological facts, and elaborates the principles and laws of the science of Meteorology.

The primary phenomena of the atmosphere are the variations in its pressure, now for want of more appropriate and more specific terms, called the high and the low barometer. The high readings of the barometer are proven to be caused by a descending current of air from the surface of the atmosphere upon the surface of the earth. The low readings of the barometer are demonstrated to be caused by an uprising current of air from

the surface of the earth towards the zenith. Since both the ascending and descending currents flow in a whirling motion; hence each is a vortex.

The air that descends in one vortex, flows from it to the other, where it is sucked in and spurted up to the skies again. For this reason he calls the vortex that pours the air down upon the earth, the disgorging vortex; and the one that sucks it in and pours it back towards the zenith, the engorging vortex.

From the colored charts of the hemispheres—the one showing the average atmospheric pressure from the vernal to the autumnal equinox, or during the Northern summer, and from the other, showing the same from the autumnal to the vernal equinox, or Northern winter,—he demonstrates, first, the causes of calms such as exist constantly along the Tropics and along the Equator, on both oceans; and second, the cause of constant winds, such as the Trade Winds, the Return Trade Winds; and the periodic winds, the Monsoons, Hermattan, Etesian, Pampero, and others. From a special map he shows the causes of the variable winds. All winds, whatever their nature and character, are demonstrated to be mere *outflows of a high barometer*, and *inflows into a low one*. The facts adduced to prove this, are so pointed and direct that the deduction is inevitable.

The Northern Hemisphere is under the domination of Boreal Magnetism, and the Southern Hemisphere under that of Austral. Since a Boreal pole will whirl a free electric current around it in the opposite direction that an Austral one will, hence the electric spirals in the opposite polar hemispheres differ, that of the Northern Hemisphere being a right-hand, and that of the Southern Hemisphere being a left-hand spiral. The gyration of the whirlwind, tornado, hurricane and waterspout, hence is in opposite directions in these hemispheres. The whirl in the Northern Hemisphere being contrary to the movements of the hands of a watch, and the whirl of cyclones in the Southern Hemisphere being with the hands of a watch. Since a cyclone is the vortex of a low barometer, this conformity to the magnetic influence dominating in the hemisphere where it occurs, proves the electric character of both the cyclone and low barometer.

The electric nature and character of the high and low barometer,—disgorging and engorging vortex—is shown by their repelling each other according to Ampere's first law: "Parallel currents of electricity flowing in opposite directions repel each other." This is demonstrated by a map from the observations of the United States Signal Service.

This is the most important meteorological discovery of the age, and the author is undeniably entitled to the credit of its discovery. It accounts for many facts that were before regarded as anomalous and therefore inexplicable.

High and low barometers,—disgorging and engorging vortices—being the primary phenomena of the atmosphere, are the causes of all secondary phenomena of the atmosphere, such as winds, clouds, rain, hail, snow, whirlwinds, tornadoes, hurricanes and waterspouts. That the relation of cause and effect subsists between them and wind, we have already stated, is conclusively demonstrated. Facts equally as strong and pointed are produced that show they are likewise the causes of cloud formations, of rain, snow, hail, tornadoes, hurricanes and waterspouts.

This is a mere outline of the topics dis-

cussed in the volume, but it is, however, sufficient to show the line of thought pursued by the author, and that he is an original and vigorous thinker. He takes meteorology out of the domain of fancy and of the imagination, and places it in the realm of the actual, the real, upon the solid bed-rock of facts, established by observation and experiment. He is decided in his opinions, and often dogmatic in his conclusions; but he always supplies the facts upon which his opinions are based, and the reason for the conclusion arrived at.

\*Will be sent by mail upon receipt of retail price, \$1.50, addressed to Tice & Sillingston, St. Louis, Mo.

LITTELL'S LIVING AGE for 1879. The extra offer to new subscribers for 1879, and the reduced clubbing rates, are worthy of note in the prospectus of this standard periodical, published in another column. The remarkable success of The Living Age is well attested by the fact that on the first of January next it begins its one hundred and fortieth volume. It affords the only satisfactorily complete compendium of a current literature which is now richer than ever before in the work of the ablest writers upon all topics of interest. It merits careful attention in making a selection of reading matter for the new year. The more numerous the periodicals, indeed, the more valuable becomes a work like this, which, in convenient form and at small expense, gives the best of all. Its importance to American readers can hardly be over estimated, as no other single periodical enables one, as does this, to keep well informed in the best thought and literature of the time, and fairly abreast with the work of the most eminent living writers.

PROGRESS, John W. Forney's new paper—"A Mirror for Men and Women,"—promises to be something we have long needed.

The Nation, New York, is nothing if not sour and cynical; it has great capacity for fault finding, but none at all for building up—it mistakes assertion for argument, and is without an unwholesome influence.

Progress is hopeful. It will, we hope, largely take the place of the unhealthy, fault-finding, cynical Nation.

Here is a specimen of what one will find in Progress: "But a generation is a century in this age of progress; and as Earl Beaconsfield said to an adversary in Parliament, who lately reminded him of some of his democratic declarations in former times: 'I cannot stop, my lord, to discuss events of the antediluvian period.'"

It is published in large type, wide columns, on elegant paper. Price, \$5.00 per year. Address John W. Forney, Philadelphia, Penn.

AN ASTONISHING OFFER.—The Independent of New York, probably the ablest, largest, and best religious newspaper in the world, offers in another column to give away, absolutely, a Worcester's Unabridged Quarto Pictorial Dictionary, which retails everywhere for \$10, and is, of course, a household necessity.

The Independent is now publishing the Rev. Joseph Cook's famous Boston Monday Lectures, which are creating so much discussion everywhere. It will also soon begin the publication of a series of articles on "Socialism and Communism," one of the most important questions of the day, by Ex-President Theo. D. Woolsey, D. D. LL.D.

See advertisement of *The Independent* in this paper.

NURSERY RHYMES AND MELODIES OF MOTHER GOOSE, illustrated with fifty full-page sketches—in white—are just the thing for a holiday present, which the children will appreciate. We first had to fashion the pictures from the words when we heard these quaint old songs and stories, but now the full page illustrations are so comical and expressive that we enjoyed it all more than ever. Lee & Shepard, Boston. For sale by Book and News Company.

THE SCIENCE AND ART OF ELOCUTION; or, How to Read and Speak. By Frank H. Fenn. Philadelphia: John E. Potter & Co. For sale by the Book and News Company.

We have looked carefully through this volume, and the more we examine it the better we like it. The author divides the work into three parts:

1st. Theoretical Elocution; 2nd, Vocal Culture; and 3d, Practical Elocution.

There is also an "Elocutionary Chart" of great practical value.

There are about one hundred and fifty pieces for the practice of the art, as laid down by Prof. Fenn.

The author believes that "by carefully studying and applying the principle presented in this book, any person of fair natural abilities can become an effective reader and speaker."

We cannot have too many of these helps. There are comparatively few good readers, fewer effective speakers, and so we hope there will be a growing demand for this and similar books on this subject.

Sent, post-paid, for \$1.25.

The publishers, John E. Potter & Co., Philadelphia, say: "It is equally well adapted for schools, classes or individual students.

It has been prepared by a careful student and complete master of the art.

It treats of a subject of the utmost importance to all desiring to cultivate the greatest gift that God has given man.

It is a work of great general interest for even casual reading; its contents embracing some rare productions, thus making it a valuable book for the home circle."

THE AMERICAN ANTIQUARIAN is a new illustrated magazine, devoted to the many curious things which are found in this country as the evidences of a prehistoric occupation. The name is significant of this, its object.

The second number appears with several new names on the editorial staff. Prof. R. B. Anderson, the well-known Norse scholar; Prof. E. A. Barber, who has been so regular a contributor to the *American Naturalist*; Prof. A. Winchell of Ann Arbor, and others.

The articles are of a very interesting and scholarly character, and the illustrations (mostly wood cuts) are well executed.

The magazine, though only a few months old, has already taken rank among the best scholars of this country and Europe. We advise our readers to send for specimen copy. Address Rev. L. D. Peet, Editor, Unionville, O.

THERE is some "very interesting reading" in this journal, to those who want to get a copy of "Webster's Unabridged Dictionary," page 8.

The offer is a bona fide one for the present—strange as it may seem. This is the way to get it, and now is the time.

Now is the time to subscribe for the AMERICAN JOURNAL OF EDUCATION. \$1.60 per year.

P. GARRETT & Co., Philadelphia, send us No. 16 of their "One Hundred Choice Selections in Poetry and Prose."

They say the continuation of the series is a response to a general demand for "more." They are all of them good selections, good for individuals and good for families, and good for schools, and the price in paper covers is only 30 cents, or three choice selections, or six pages for a penny. Cheap enough! There is in this No. 16 a full index of all the preceding numbers.

#### The North American Review.

The highest praise is due the able conductors of that standard periodical, the *North American Review*. The essays presented therein almost invariably concern subjects of great pith and moment, and are mainly the productions of leading minds the world over. Furthermore, this influential magazine seems to practice the laudable and copyable policy of considering the social value of the article, rather than the social prominence of the author. The November-December number, besides the customary thorough review and scholarly criticism of recent literature, contains nine interesting and instructive dissertations:

1. "The Government of the United States," by Horatio Seymour, who examines and eulogizes our systems of government, township, county, State and General, and convincingly argues that to make our country progress and prosper, in a manner commensurate with its apparent advantages, every citizen must consider himself obligated to exert his influence for the good, whenever an opportunity presents itself, whether in the domestic circle, in business, in society, or at the polls.

2. "Systems of Offense and Defense in Naval Warfare," by Hobart Pasha, who believes small, fleet, heavily-armed ironclads are the most useful; thinks captains should be qualified to rely during engagements on their own discretion, and devotes much space to torpedoes and torpedo-boats, indicating as possible remedies, netting, lookouts and electric lights.

3. "The Congress of Berlin, and its Consequences," by an Old Diplomatist, who predicts a Continental war, eventually, if England and Russia come to blows in Asia.

4. "Japan and the Western Powers," by Matsuyama Makato, who shows that Japan has been so entangled by treaties with foreign powers, notably England, that a grave business stagnation, and subsequently her dissolution as an independent nation, is imminent, unless certain offending clauses are abrogated.

5. "The Financial Resources of New York," by William B. Martin, who points out New York's fitness to compete with Paris, as an attractive dwelling-place, and with London, as a commercial centre, and regards the elevated railroad as the means whereby upper New York may be made habitable, and all parts of the city brought in close communication.

6. "The Public Health," by Elisha Harris, who favors strict laws enforcing personal cleanliness, abundant pure water, thorough sewerage, and the existence of public parks.

7. "Pessimism in the Nineteenth Century," by Samuel Osgood, D. D. The fast-gaining religion, Pessimism, or the logical creed which is diametrically opposed to Optimism, is exhaustively considered by this learned, philanthropic and unbogged divine. Necessarily, he considers the lives and teachings of the three leading

Pessimists, Giacomo Scoparoli of Recanati, Italy; Edward von Hartmann of Berlin, and Arthur Schopenhauer of Frankfurt. As the result of his deliberations, he determines that Pessimism is calculated to benefit mankind: it will convince man of the folly of wasting time in theorizing about an impossible future, thereby turning his undivided attention to this present life, which he will endeavor to make a practical heaven.

8. "Antipathy to the Negro," by James Parton, who gives a concise history of slavery; claims that frequent ablutions and clean garments will correct a certain offensive odor; argues away color-repugnance; avers the race imitates with facility and lacks inventive ability, and, finally, deplores their having been thrown unprepared into politics.

9. "The Emperor Hadrian and Christianity," by Ernest Renan, who, while following up the erratic steps and narrating the eccentric deeds of a Roman Emperor of the second century, reveals how Christianity first gained recognition and powerful converts in Europe.

FRANCIS R. PORTER.

Webster's *Unabridged Dictionary*—latest edition, sent by express for 12 subscribers to this journal. Price of dictionary, \$12.

AMERICAN COLLEGES: Their Students and Work. By Charles F. Thwing. New York: G. P. Putnam's Sons.

Much information, interesting to the general reader, valuable to parents and guardians, and desirable to the prospective collegian, male or female, is concisely presented in this little volume. It contains ten chapters, each forming a complete article, which are respectively entitled: "Instruction," "Expenses and Pecuniary Aid," "Morals," "Religion," "Societies," "Athletics and Health," "Journalism," "Fellowships," "Choice of a College," "Rank in College a Test of Future Distinction." The appendix gives a list of colleges in the United States with statistics relating thereto. Price, \$1.

THE AMATEUR HANDBOOK OF PRACTICAL INFORMATION for the Workshop: Containing clear and full Directions for Bronzing, Lacquering, Polishing Metal, Staining and Polishing Wood, Soldering, Brazing, Working Steel, Tempering Tools, Case-Hardening, Cutting and Working Glass, Varnishing, Silvering, Gilding, Preparing Skins, Waterproofing, Making Alloys, Fusible Metals, Cements, Glues, &c. Price 10 cents. New York: Industrial Publication Company. 1878.

This book seems to be a carefully compiled book of instructions for performing those little technical operations which are so frequently required in every-day life. In most of these operations the recipe is but half the battle; when we come to put it in operation we are apt to fail from inattention to some important though apparently trifling detail. In the book before us minute practical directions are given, so that any one may be able to put the recipes in practice. This is specially apparent under such headings as glass-cutting, lacquering, steel working, brazing and soldering, silvering, staining woods, waterproofing, &c.

THAT proposition to furnish "Webster's *Unabridged Dictionary*"—the latest edition—for twelve subscribers to this journal, at one dollar each, means business for you, my dear reader! You never will be able to get a library so cheap again.

THE Thanksgiving number of the New York *Christian Union* contained a stirring letter from Secretary Sherman on the South Carolina troubles; a breezy article by Gail Hamilton; a Star Paper from Henry Ward Beecher; a "Laicus" letter; a Thanksgiving story, "The Praise Meeting at Poncasset," by Eliot McCormick; and the opening chapters of the new and romantic serial, "The Little Belle of Bloomingdale," whose anonymous author, we are told, has a world-wide reputation.

G. P. PUTNAM'S SONS announce that the first edition of 1,000 copies of "Apple Blossoms," the volume of poetry by the two little Berkshire girls, was exhausted in less than a week. A second edition is nearly ready. It is certainly exceptional in the history of publishing for a first volume of poems to meet with such marked success. They are also printing a third large edition of the illustrated "Thanatopsis;" a third edition of the double-volume, "Thanatopsis and the Flood of Years;" a second edition of Tyler's "History of American Literature," (which has been issued but ten days); a third edition of Chadwick's "The Bible of To-day"; and a second edition of Sunderland's "What is the Bible?" and of the volume on "Railroads," by Charles Francis Adams, Jr. They have nearly ready a story for girls, entitled "Castles in the Air," by Louise R. Upton, a new writer.

#### MISSOURI.

##### Official Department.

[It will be the plan of this department to render decisions upon such points as are raised, from time to time, by correspondents, and which seem to be of immediate use. Some decisions will be brief statements of law, without argument. If not fully understood, they will be amplified on request.

In all questions of difficult construction, or such as involve intricate legal points, the opinion of the Attorney General will be obtained.—R. D. S.]

TO COUNTY CLERKS AND COMMISSIONERS. Gentlemen:

I would again recommend the *AMERICAN JOURNAL OF EDUCATION* to your careful attention. I shall labor to make the official department furnish as clear and concise expositions of the difficult features of our intricate school law as possible. By taking the paper you will not only have answers to questions you may ask, in a convenient and permanent form, but you will also get the benefit of answers to many other correspondents, and become more familiar with the plans of the school system and the workings of the department.

If you should persuade every teacher and every school board in your county not now subscribers, to take and read it, you would thereby save yourselves much annoyance and unnecessary labor. Indeed, it was for this purpose, and to secure better results in managing our schools, and securing correct reports, (which every expedient so far adopted by you or myself has failed to secure) that I became an editor of the *JOURNAL*. I desire to help you, and thus enable you to assist me more effectually. I desire that our work shall be entirely harmonious and co-operative, and hence I desire to meet you often, in correspondence.

In addition to mere explanations of law and decisions, I intend that the official department shall contain directions as to

how to make reports, &c., and be the means of communicating home educational news to every county.

I trust, then, that you will freely ask for explanations of doubtful or difficult questions, and furnish me information of institutes held in your county, or of other interesting facts.

Please write all communications intended for notice in the *JOURNAL*, on a separate sheet of paper from that containing other matter. Very respectfully,

R. D. SHANNON, State Supt.

It is worth almost as much, to a neighborhood or a school district, to put them in possession of "Webster's *Unabridged Dictionary*," as to build a school house.

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#### The American

#### Journal of Education.

IT OUGHT TO BE STATED AND RE-STATE that this *JOURNAL OF EDUCATION* will show the people who pay the taxes not only what our teachers and school officers are doing, but the necessity for this work as well; when the taxpayers understand this they will provide for the more prompt and liberal payment of the expenses necessary to sustain the schools; hence the teachers and school officers should see to it that copies are taken and circulated in every school district in the United States.

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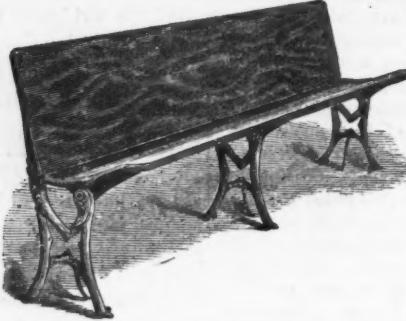
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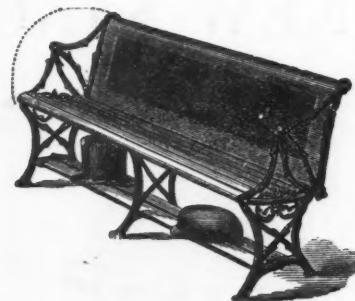
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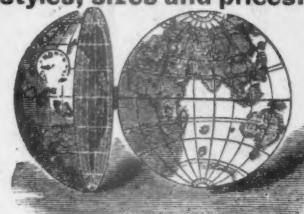
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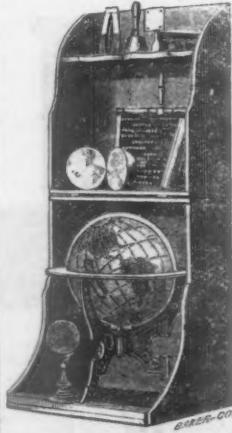


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